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ABSTRACT

This handbook is designed as a guide for those who may be involved in the administration or management of pupil transportation in New York State. It is especially geared to central, union free, and city districts under 125,000 population, and is designed to complement other New York State Education Department publications. Guidelines include information concerning (1) agencies that render services directly related to pupil transportation, (2) steps to be followed in the purchase of school buses, (3) insurance, (4) maintenance, (5) health and safety factors, and (6) special services. (JF)

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SCHOOL BUSINESS MANAGEMENT HANDBOOK

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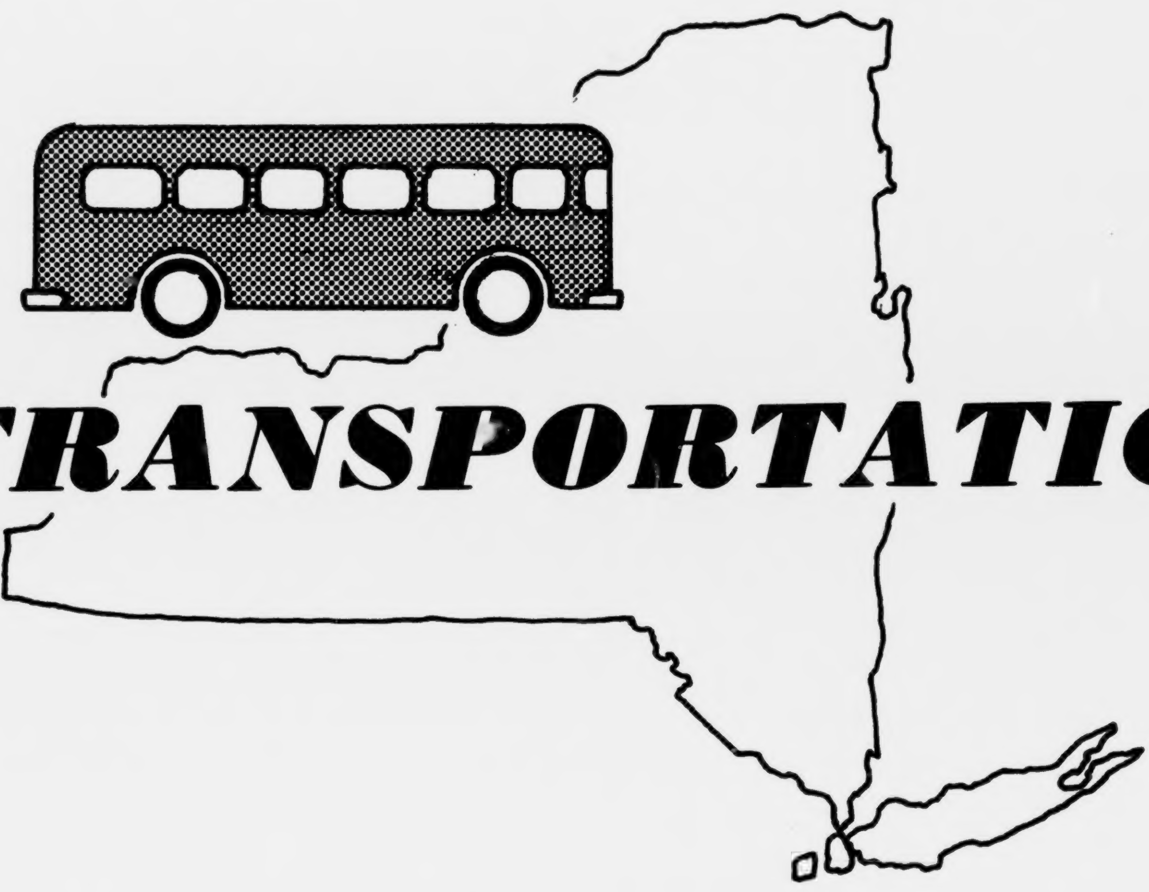

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SCHOOL BUSINESS MANAGEMENT HANDBOOKS

Titles in This Series*

1 . . . . RESPONSIBILITY

2 . . . . INSURANCE

3 . . . . BUDGET

4 . . . . ACCOUNTING AND REPORTING

5 . . . . PURCHASES AND STORES

6 . . . . TRANSPORTATION

7 . . . . OPERATION AND MAINTENANCE

8 . . . . SCHOOL LUNCH

9 . . . . INCOME (Unpublished)

10 . . . . PERSONNEL

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FOREWORD

In 1953, the Bureau of Field Financial Services (now the Division of Educational Management Services) undertook the development of a series of handbooks which it was hoped would represent current best practices in school business administration. The interest in this venture has been borne out by the fact that requests for these documents were received from every state in the Union, from many colleges and universities, and from some foreign countries.

In the original project, approximately 300 school people contributed to the preparation of the nine handbooks. With the passing of time, it has become evident that the handbooks have become outdated in many respects. This Transportation Handbook is the third in the series to be revised and brought up to date. It is hoped that it will prove to be a valuable guide to school officials in discharging their transportation responsibilities safely, efficiently, and economically.

The revision of this handbook has been undertaken by Edmund Burke .Associate Supervisor, School Business Management under the direction of Philip J. Moore, Chief, Bureau of Special Educational Management Services.

A. Buell Arnold, Director
Division of Educational
Management Services

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CHAPTER I

GENERAL ASPECTS OF TRANSPORTATION

A. Need for Transportation

Transportation and the modern educational program have grown apace in New York State. There are certain factors which make evident the integral nature of this dual development.

1. District reorganization has been made possible by transportation. Over 7,400 common school districts which once covered this State have been combined to form approximately 500 central school districts. These now comprise about 90 per cent of the rural area of the State. It logically follows that transportation which made centralization possible is now essential to the continuance of this type of school organization.

2. Transportation has resulted in economies in the operation of the schools. Just as mechanization has made larger units in farming and industry profitable, the larger enrollment in central school units resulting from transportation has made for savings in the total school operation. These have resulted from efficient teacher-pupil ratios and the efficient use of non-instructional staff time.

3. Transportation has made educational facilities available to all. The rapid growth of the high school population attests in large measure to the fact that children in remote areas can now receive secondary education. There is also an important development in the facilities made available to the physically, mentally, and emotionally handicapped.

4. Transportation has made better instructional programs possible. Larger administrative units by drawing together suitable numbers of pupils have facilitated a broadening of the school offering. The modern program is a far cry from the former single course academic offering common to the small district high school.

B. Transportation Objectives

Transportation is now a major function of the school operation. As such it requires special attention in order that the greatest benefit will accrue from the dollars expended. It is important to set forth the major objectives which serve as a guide in the management of pupil transportation. These include the following:

1. To furnish transportation to those pupils whose health or distance from the school makes this service essential.

2. To provide the safest possible transportation.

3. To operate transportation efficiently and economically.

4. To adapt transportation to the requirements of the instructional program.

5. To maintain conditions on the buses which are conducive to the best interests of the pupils, including mental, moral, and physical considerations.

6. To promote a sympathetic public understanding of the entire transportation program, including safety, adequacy, efficiency, and standards of service.

C. Nature, Scope, and Purpose of this Handbook

This handbook is designed as a guide for all those who may be involved in the administration or management of pupil transportation in New York State. It is especially geared to be helpful in central, union free, and city districts under 125,000 population. It is meant to complement other important publications by the State Education Department, including:

Regulations of the Commissioner of Education
School Transportation Responsibilities
Manual for the Instruction of School Bus Drivers
Advanced Training Course for School Bus Drivers
Handbook for School Bus Drivers - A Suggested Outline

It is hoped that the information presented herein on matters exclusively within the province of transportation will be of definite assistance to those who are working in the field.

CHAPTER II

AGENCIES

Several state and local agencies perform functions and render services directly related to pupil transportation. It is the purpose of this chapter to discuss these functions and services.

A. State Education Department

1. The State Education Department is responsible for the promulgation, dissemination, and enforcement of legal standards for school transportation service in New York State. In addition to securing compliance with minimum standards, the Department provides leadership and assistance to local school districts in achieving the highest possible levels of service. The Department is also responsible for the approval and the apportionment of state aid for transportation.

Specific areas of the Department's responsibility in connection with transportation are indicated by the following brief descriptions of some of the pertinent sections of the Education Law. Section numbers may serve as a quick reference for those who wish to familiarize themselves with the details of the law.

a. The state shall contribute transportation aid. The basis for computing the quota is stated. Sec. 3627

b. A parent or taxpayer may appeal to the Commissioner when voters fail to provide necessary transportation. Sec. 3635 subd. 2

c. The Commissioner shall approve each bus route in a manner to promote maximum efficiency. Sec. 3622

d. The Commissioner shall adopt, promulgate, and enforce rules, standards, and specifications governing the capacity, efficiency, and equipment of school buses. No bus shall be purchased or used until and unless approved by the Commissioner. Sec. 3623

e. The Commissioner shall determine qualifications of drivers and shall make rules and regulations governing the operation of all transportation facilities used in the transportation of pupils. Sec. 3624

f. No transportation quota shall be allowed for a period of more than 30 days prior to the filing of the transportation contract with the State Education Department. Sec. 3625

g. The Commissioner may require the district clerk or trustee to file any data required for the proper and efficient administration of Article 73, Part 2, "State Aid Transportation Quota." Sec. 3626

h. The Commissioner is empowered to order certain school districts to provide transportation which is necessary in his judgment and to authorize the expenditure of the necessary funds therefor. Sec. 1807

i. Transportation contract proposals shall be in such form as the Commissioner may prescribe. All bids may be rejected by the Commissioner if, in his opinion, the best interest of the district is promoted thereby. The district must advertise for bids for all contracting involving annual expenditures in excess of $1,500. Sec. 305 subd. 14

2. Regulations of the Commissioner of Education are promulgated in compliance with the requirements of the statutes. Those regulations dealing with transportation are contained in Article XIX, Sections 160 through 164.

a. Section 160 sets forth all essential details of construction, capacity, type, and performance of the chassis, body, and accessories.

b. Section 161 requires the superintendent to file with the Commissioner on prescribed forms, applications for the approval of bus routes, bus capacities, and transportation contracts.

c. Section 162 states the basis for determining the eligibility of route mileage and seating capacity for state aid purposes.

d. Section 163 specifies qualifications of drivers, driving rules, and rules affecting pupils.

e. Section 164 requires that application for approval of bus purchase be made on prescribed forms and provides that transportation quota shall be granted only following such approval.

The complete text of the regulations may be found in a volume entitled, "Regulations of the Commissioner of Education of the State of New York" with supplements, if any, as published by the State Education Department.

B. Board of Education

1. Powers and duties of school districts and boards of education are defined in the Education Law. Description of some of the Sections relating to transportation are listed below with Section numbers.

a.	Transportation shall be provided for all children whose residence is remote from the school they legally attend. (Two miles for elementary pupils in K-8, and three miles for secondary pupils in 9-12.)	Sec. 3635 subd. 1
b.	Voters are authorized to provide by tax for necessary transportation.	Sec. 2021 subd. 19
c.	The board of education is required and empowered to provide transportation as authorized by the voters .	Sec. 1709 subd. 24, 25, 27 Sec. 1604 subd. 21, 23
d.	City school boards are authorized to provide transportation as necessary in their judgment.	Sec. 2503 Sec. 2554
e.	A district meeting may authorize bonds and taxes for building a bus garage.	Sec. 416 subd. 1
f.	Districts not maintaining a high school shall provide transportation for high school pupils receiving instruction in another district.	Sec. 2045 subd. 4

2. The board of education is responsible for the management of the pupil transportation system in its district. Within the framework of applicable laws and regulations, boards of education have some or all of the following functions:

   a. To contract for transportation services.

   b. To construct and operate a bus garage.

   c. To purchase and maintain vehicles.

   d. To procure competent drivers.

   e. To determine routes and time schedules.

f. To provide for the supervision of transported pupils.

g. To determine operational policies.

h. To provide for the administration of transportation.

Official policies governing transportation should be adopted by the board of education and recorded in the minutes of the district. The chief school administrator will normally provide information and suggestions to assist the board in the development of policies. The following are typical of the policies which may be established by board action:

a. Responsibility: The responsibility for administering the transportation program in the district shall rest with the chief school administrator, and in such administration he shall adhere to all applicable laws and regulations, and develop a local school transportation policy to guide the district.

b. Routing-distances: All secondary pupils (grades 9-12) living more than _____ mile(s) from the school they legally attend shall be transported to and from school daily; all elementary pupils (K-8) living more than _____ mile(s) from the school they legally attend shall be transported to and from school daily; transportation shall also be provided for those pupils who live more than _____ mile(s) from the main bus route.

c. Driver-applications: All school bus driver applications shall be processed by the chief school administrator or district superintendent and shall be submitted with recommendations to the board of education for action.

d. Medical examination: All candidates for bus driving positions shall be required to pass a medical examination before appointment and annually or more frequently as needed thereafter. The medical examination shall be made by a physician selected by the school district.

e. Operation-loading and unloading: The loading and unloading of school buses shall be supervised by employees duly assigned by the chief school administrator.

f. Operation-cleaning: School buses shall be maintained in a clean condition at all times.

g. Operation-use of buses: School buses shall be used to transport pupils to and from school and for extracurricular activities approved by the chief school administrator in accordance with regulations established by the board of education.

h. Purchasing-transportation supplies: Insofar as possible transportation supplies shall be purchased under the contracts of the State Division of Standards and Purchase or from other sources when equivalent or lower prices are available for supplies meeting equal specifications.

i. Emergency drills: Provision must be made to conduct these drills in accordance with the regulations of the Commissioner.

C. The Public Service Commission

This agency shares with the Education Department responsibility for the safety of school bus equipment in New York State. Both agencies prescribe standards of bus design, construction, and performance, the two sets of requirements being in harmony with each other. The Public Service Commission has exclusive responsibility for the periodic inspection of school buses to insure that no bus is operated in an unsafe condition. Regulations require valid certificates of inspection before any new vehicle is put into service, as well as for the continued operation of any vehicle. Cooperative relations between the inspector of the Public Service Commission and local school officials can do much to further the preventive maintenance program and to help assure the safest possible equipment for the transportation of children. Communications relative to school buses may be addressed to the Public Service Commission, Motor Carrier Bureau, at 55 Elk Street, Albany, New York 12225.

D. Department of Motor Vehicles

This agency is responsible for the administration of the New York State Vehicle and Traffic Law. The Department performs the following functions relative to pupil transportation.

1. It controls the licensing of all vehicles used in the transportation of pupils, and provides that district-owned vehicles may be registered without fee.

2. It promulgates the rules and regulations and requirements for the licensing of school bus drivers.

3. It provides a method by which school officials may report vioations of the school bus stop law.

4. It promulgates the requirements concerning color, lettering, and painting of school buses.

5. It promulgates regulations governing signs and signals used on school buses.

6. It publishes the Vehicle and Traffic Law, which is the law of the road in New York State.

7. It promulgates rules and regulations designed to implement certain sections of the Vehicle and Traffic Law.

Copies of the Vehicle and Traffic Law may be inspected at most police stations (local, county, state). Usually a school can secure a copy by writing to the Commissioner of Motor Vehicles, 504 Central Avenue, Albany, New York 12206.

E. The State Traffic Commission

This agency has important functions relating to the safety of children on their way to and from school. The Commission is empowered to control the installation and use of signs and traffic control devices. This includes portable signs which are used to control speed in school zones.

F. The Division of State Police

This agency has as one of its major functions the enforcement of the Vehicle and Traffic Law. This vital role directly affects safety conditions under which pupils are transported to and from school. It is recommended that local school officials take steps to develop cooperative relationships with this agency.

G. County Sheriff's Departments

In common with other local law enforcement agencies, they are regularly engaged in the maintenance of safe conditions on the highways. A statement of the New York State Sheriff's Association dealing with pupil transportation reads in part as follows:

> Every sheriff's department in the state will gladly cooperate with the school officials in the furtherance of safety in pupil transportation, and most sheriffs are equipped to provide patrol car service when conditions appear to require special enforcement efforts.
>
> Whenever the safety of children comes into question the sheriff of the county will make available to the school authorities all the facilities of his department.

H. Local Police Departments

These supplement the functions of the foregoing agencies. Local police authorities are often in a position to provide cooperation in connection with the pupil transportation program that is unavailable from any other source. This may take the form of services such as the direction of traffic during the times of the arrival and departure of buses. By coordinating the school transportation program with the local traffic enforcement program a safer and more efficient service can be offered.

CHAPTER III

PLANNING

A. Survey

1. As the first step in planning pupil transportation a study should be conducted to provide answers to questions such as the following:

   a. Where do the pupils live?

   b. How many pupils are handicapped?

   c. How many pupils will attend non-public schools?

   d. How far from the school do the pupils live?

   e. What are the grades of the children in school?

   f. What are the ages of the preschool children?

   g. What are the types and conditions of road surfaces?

   h. What road hazards exist for pedestrians and buses?

   i. What standards of service in excess of the minimum will meet the requirements of public opinion?

   j. What funds are available for the support of transportation?

2. The most important single tool to be used in a survey is an adequate map of the district. This should be on a large scale, generally two inches to the mile, although one inch to the mile may suffice in sparsely populated districts. The map should indicate all pertinent physical and man-made features, including the location of individual homes. Such maps may be secured from the following sources:

   a. Bureau of Highway Planning, Department of Public Works,
   1220 Washington Avenue, The State Campus,
   Albany, New York 12226

   b. Map Information Office, United States Geological Survey
   Washington, D. C.

   c. Local and county planning agencies.

If the territory included in the district requires two or more map sections, they should be carefully pieced together and mounted. It is advisable to mount any transportation map on material suitable for the use of pushpins. Such material may be readily obtained from building supply concerns. District boundaries should be traced in heavy black or red lines. In trimming the map, it is well to leave a rectangular border of not less than an inch in width outside the district boundaries.

3. Map push-pins may be secured through most stores dealing in stationery supplies. These pins should be purchased in several colors to be used in indicating the homes of children according to significant classifications, such as preschool, kindergarten, grades 1-8, grades 9-12, and non-public school. Numbered map-pins are available if it appears desirable to indicate the number of children boarding the bus at each stop.

4. In addition to the map and map-pins, the school census is a valuable tool in the survey. From it may be secured the names and ages of all children from birth to 18 years, as well as the grades of those attending school. At this point it is necessary to secure the assistance of the school nurse, or the attendance officer, or some other person well-acquainted with the location of the homes of the children who reside in the district. With the help of such a person, the map-pins may be used to locate accurately the residence of each child.

5. The next step involves inspection trips over all roads in the district which may be included in the routes to be established at the conclusion of the survey. In making these inspection trips, it is very helpful to have small portable copies of the district map. Information secured on the inspection trips should be carefully recorded so as to be readily available at the time routes are laid out. This information would include the location of possible bus stops and turn-around points and the location of hazardous situations of all types.

6. Broadly conceived, the survey may also include a study of public expectations as to transportation requirements and standards of service. Public meetings, questionnaires, and canvasses are often useful in sounding out sentiment on these matters. As the implementation of transportation plans is dependent upon adequate financial support, it is important that the plans be developed in terms of financial resources. A study of these resources may well be included as a part of the survey, including attention to both local support and state aid.

B. Need

The need for transportation may be determined by an analysis and evaluation of the information secured through the survey. Answers to questions such as the following will be important in identifying transportation needs:[1]

---

[1] A diagram of mandatory and quota transportation is shown in Appendix D.

1. With regard to eligibility for transportation, how far from school[1] must an elementary (K-8) child live? (Minimum legal requirement--over 2 miles)

2. How far from school[1] must a secondary student (9-12) live to be eligible for transportation? (Minimum legal requirement--over 3 miles)

3. What shall be the local policy with regard to the transportation of nonquota pupils? (Nonquota pupils are those who live within 1½ miles of the school attended.)

4. Shall routes include nonquota feeder route mileage and, if so, on what basis shall spurs be limited? (Nonquota feeder routes are those extending 1 mile or less from a trunk route.)

5. What is the maximum amount of time a child shall be expected to spend in travel each way?

6. How is the need affected by climatic conditions and hazards to pedestrians?

7. What service in excess of normal standards, if any, is required due to physical handicaps of children or other special considerations?

8. How many children need transportation to public schools? How many need to be transported to nonpublic schools?

9. What is the need for routes, for buses, and for drivers?

C. Types of Service

There are three types of service which may be considered in planning pupil transportation, viz. district-owned, contract, and public service.

1. As of the year 1966-67, a vast majority of the districts in New York State which provide transportation do so on a district-owned basis. Buses are purchased, operated, and maintained by the school district. Drivers are employed and management of the transportation system is provided by school personnel.

2. Transportation may also be provided by means of contracts with individuals, partnerships, or corporations. The contractor owns and operates the vehicles, while the district pays a predetermined sum for the service. When the contracts involve an annual expenditure in excess of $1,500, they must be awarded to the lowest responsible bidder. The Education Law (Section 305, subd. 14) requires that proposals be requested through advertisements published in two newspapers of general circulation if two are available, 5 days prior to the opening of bids. If no newspaper is published in the county, then notices must be posted in five conspicuous places, and in addition in the main entrance of each

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[1] For the purpose of determining minimum legal requirements, the school bus is considered to be the school.

school in the district.

3. A third type of service is afforded by public service bus lines which operate under franchises. The routes and schedules of such bus lines are planned with public requirements as the basic consideration. When the service provided by such buses also meets school needs, districts may arrange to utilize it for the transportation of pupils. The sum expended for the service qualifies the district for transportation quota, provided that the allowance per pupil does not exceed two single fares for each day's attendance.

The type of service which best meets local requirements is a matter for each district to decide in terms of its own particular situation. The check list on the following page is designed to be useful in arriving at such a decision. It is suggested that each item be checked to indicate which type of service is preferable in that respect. While a district may rely chiefly or exclusively on one type of service, it may use either or both of the two other types to whatever extent may seem desirable.

EXHIBIT I

CHECK LIST FOR DETERMINING MOST SUITABLE TYPE OF TRANSPORTATION SERVICE

District-owned	Contract	Public Service	
			A. Safety Considerations
			1. Adequacy of equipment
			2. Maintenance standards
			3. Caliber of drivers
			4. Receptiveness of drivers to training
			5. Responsiveness of drivers to regulations
			B. Operational Considerations
			1. Meeting the need for regular service
			2. Meeting the need for special service
			3. Flexibility of service
			4. Responsiveness to administrative leadership
			5. Integration with total school program
			6. Adequacy of supervision of pupils
			7. Standards of cleanliness
			8. Maintenance of good public relations
			C. Financial Considerations
			1. Low initial costs
			2. Low annual costs
			3. Low long term costs
			4. Accuracy of estimating costs

Note: Since the items are not weighted, this check list should not be used as a score sheet.

CHAPTER IV

PERSONNEL

This chapter on the subject of personnel is oriented around a district-owned program. However, it sets the standard of personnel service for contract transportation as well.

A. Administrator and Supervisor

1. Pupil transportation is an integral part of the total school program. The time that children spend on buses is unquestionably an important influence on their physical, mental, and moral well-being. Thus, it is essential that the personal services devoted to transportation be adequate as to quantity and quality. The standards achieved in pupil transportation will be as high as the standards of the staff operating the program.

2. The superintendent or district principal who has the administrative responsibility for pupil transportation should have a broad understanding of the subject. It is he who must give wise counsel to the board of education and competent leadership to the staff. Specific functions of administrators include:

   a. Providing factual information for use by the board of education.

   b. Interpreting data and making policy recommendations to the board of education.

   c. Making administrative decisions within the framework established by board of education policy.

   d. Defining staff responsibilities.

   e. Promoting a coordination of effort among those responsible for transportation.

   f. Securing compliance with the letter and the spirit of all state and local regulations.

   g. Promoting a public understanding of and support for the transportation program.

3. It is desirable to employ a full-time transportation supervisor in districts operating a fleet of sufficient size to warrant such a position. In other destricts the functions will be performed by a part-time supervisor, a head bus driver, and/or by the administrator. Qualifications for the position of transportation supervisor may include:

b. Maintain an adequate roster of substitute drivers who are trained and otherwise qualified to assume regular positions as vacancies occur.

c. Give public notice of bus driving opportunities through newspapers, the radio, television, school publications, etc.

2. Qualifications. The Regulations of the Commissioner of Education prescribe the following requirements for school bus drivers:

a. Age. All drivers of school transportation conveyances shall be at least 21 years of age, but not in excess of 70 years of age.

b. Physical fitness. Each driver of a school transportation conveyance shall meet the following basic minimum physical requirements.

He shall have:

(1) Minimum vision (with or without glasses) of 20/40 in each eye.

(2) All limbs, hands, and feet. In the case of fingers, there shall be at least two fingers and a thumb on one hand, and four fingers and a thumb on the other hand.

(3) Good utilization of both arms and legs.

(4) Adequate hearing in each ear (without hearing aid).

(5) No physical or mental condition which might impede his ability to operate a bus safely.

Each regular and substitute school bus driver shall be examined by a physician prior to beginning service. Medical examination shall be reported by the physician on forms prescribed by the Commissioner of Education. Such physical examinations shall be conducted within two weeks prior to the beginning of service in each school year and shall be immediately reported to the superintendent of schools or district superintendent of schools. The physical examination shall include, as a minimum, those requirements specified on the prescribed Medical Examination Report. The report of the physician in writing shall be considered by the superintendent or district superintendent in determining the fitness of the driver to operate or continue to operate any transportation facilities used by pupils.

c. Required licenses. Each driver of a motor vehicle conveying school children shall have the appropriate license to operate such motor vehicle.

d. Character requirement. The driver of a vehicle for the transportation of school children shall be of good moral character and thoroughly reliable. At the time of initial application and at such other times as the superintendent of schools or district superintendent of schools may determine, each applicant for approval for employment as a school bus driver shall furnish to the superintendent at least three statements from three different persons who are not related either by blood or marriage to the applicant pertaining to the moral character and to the reliability of the applicant.

It is recommended that school districts adopt detailed statements of qualifications, expanding upon those mandated in the Education Law and in the Commissioner's Regulations. These will also include particular requirements dictated by local conditions. Help in the selection of qualifications may be secured by reference to "School Transportation Responsibilities" page 24, and to the "Manual for the Instruction of School Bus Drivers, both of which are published by the State Education Department. These publications are available from the Division of Educational Management Services.

3. Appointment procedure. Each step in the appointment procedure provides an opportunity and an obligation to study the applicant's qualifications. It should be understood that each step is intended as an additional safeguard to insure a competent driver for every school bus in New York State. The usual sequence of steps in the appointment procedure is as follows:

a. The applicant executes and submits the form, "Application for Position of Regular or Substitute School Bus Driver."

b. The chief school administrator nominates the applicant for board approval.

c. The superintendent or district superintendent states his approval of the appointment in writing.

d. The board of education appoints the driver, subject to his passing the required physical examination and his obtaining the proper driver's license.

e. The appointment must have the approval of the Civil Service Department, as a non-competitive appointment. This approval requires two steps:

   (1) The applicant submits Civil Service Form E-10, "Application."

   (2) The school submits in duplicate Civil Service Form SD-26, "Personnel Report."

4. Training and instruction

a. Preservice training. Prior to undertaking his duties, it is highly desirable that each new driver complete the course outlined in the "Manual for the Instruction of School Bus Drivers." If time does not permit the complete course, the new driver should be instructed on the following minimum essentials:

(1) The Regulations of the Commissioner of Education, Sec. 163, subd. 6 and 7, provide:

Rules affecting pupils.

(a) The driver shall not allow pupils to enter or leave the bus while it is in motion.

(b) The driver is held responsible for reasonable behavior of pupils.

(c) The driver shall not allow pupils to extend any portion of their body out of an open window.

(d) The driver of a school bus, when discharging pupils who must cross the highway, shall instruct such pupils to cross in front of the bus and far enough ahead of the bus to be in the vision of the driver. The driver shall keep such school bus halted with red signal lights flashing until such pupils have reached the opposite side of the highway.

(e) The driver shall not allow the gas tank to be filled while there are pupils on the bus.

Driving rules.

(a) The driver shall be familiar with and shall observe the Vehicle and Traffic Law, Regulations of the Commissioner of Motor Vehicles, and Regulations of the Commissioner of Education.

(b) The driver shall make a full stop at all railroad crossings and at state highways before crossing.

(c) The driver shall give warning before making a left-hand or right-hand turn.

(d) The driver shall not leave the school bus when children are inside except in case of emergency, and in such case before leaving the bus the driver shall stop the motor, remove the ignition key, set the auxiliary brake and leave the transmission in gear.

(2) An additional minimum essential for the new driver who lacks the training course is instruction in certain sections of the "Manual for the Instruction of School Bus Drivers." The following sections are directly applicable to the safe operation of school buses and every driver should be familiar with them:

  (a) "Ten commandments for driving safely," page 12.

  (b) "Special driving regulations for the school bus driver," pages 12 and 13.

  (c) "Safe driving practices," pages 32 to 34.

  (d) "Safe driving practices for special weather and road conditions," pages 34 and 35.

  (e) "Daily routine" and "weekly routine," pages 46 and 47.

(3) Each new driver, regardless of previous training or experience, should be provided with:

  (a) On-the-road driving practice in an empty bus, with the transportation supervisor, driver instructor, or head bus driver acting as instructor.

  (b) Instruction as to the route and the schedule, including stops.

  (c) A statement of local policies and regulations, including those governing relations with pupils, parents, and the public.

  (d) Training in the handling of children. (This subject is discussed in Chapter IX of this handbook.)

b. Inservice training. It is extremely important that inservice training requirements be defined and that drivers understand them as conditions of employment. Any driver who has not completed the basic 20-hour course outlined in the "Manual for the Instruction of School Bus Drivers" should be expected to do so. Those drivers who have completed the basic course should be assisted in maintaining high standards of performance through a required program of continuous training. This may consist, in its formal aspect, of one or more days a year devoted to "refresher" instruction, including attention to bus driving problems.*

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*The second instructional course, "Advanced Training Course for School Bus Drivers," is also available from the Division of Educational Management Services.

Responsibility for organizing the formal training program rests with the superintendent, district superintendent, or supervising principal who may call upon principals, teachers, transportation supervisors, and others as instructors. Assistance in planning can be obtained by contacting the Division of Educational Management Services.

The inservice training should also include the following features, provided under the leadership of the administrator:

(1) Group conferences of administrator and drivers, and other personnel as needed.

(2) Individual conferences of drivers with the administrator or transportation supervisor.

(3) Bulletins issued by the administrator.

(4) Appropriate reading matter directed to the attention of drivers.

(5) The use of appropriate films.[1]

(6) Supervision by the administrator and transportation supervisor on the route.

c. Conferences. Local and regional conferences may be used to good advantage in furthering and expanding upon the objectives of driver training. Among the topics to which such conferences may be devoted are these:

(1) The importance of the bus driver's work.

(2) The driver's place in the educational program.

(3) Current developments in pupil transportation.

(4) Techniques in pupil control.

(5) New trends in bus construction.

(6) Safety measures and accident prevention.

(7) An analysis of the causes of accidents.

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[1] New York State Education Department, Manual for the Instruction of School Bus Drivers, page 64, presents a list of appropriate films for inservice training of school bus drivers.

> The inservice training program should encourage drivers to report hazards and to make suggestions regarding bus routes. It should also emphasize the importance of constructive attitudes, friendly relationships, and a genuine interest in children. The finest possible plan of pupil transportation will not bear fruit unless it is understood and observed by the drivers. An effective training program is essential to such understanding and observance, and the morale-building potential of drivers' conferences should not be overlooked as a part of that program.

5. Conditions of work. The hours which drivers are required to devote to their work may vary from less than 2 hours daily to full-time duty. Part-time positions generally involve morning and afternoon trips of the single, double, or dual type. They may also involve shuttle runs and noon kindergarten trips. The bus driving position may be made full time by the addition of other responsibilities, e.g. mechanical work on buses, cleaning or lubricating buses, custodial duties in the garage or school building, or work in the school cafeteria.

Drivers should be adequately compensated with due regard for the qualifications demanded of them and for the important duties they discharge. "Fringe benefits" which help to attract and retain competent individuals as bus drivers may well include a sick leave allowance, a retirement plan under either Social Security or the State Employees Retirement System, and group hospitalization. Under normal circumstances, all fringe benefits available to other non-teaching personnel should be made available to bus drivers, specifically including part time drivers.

6. Factors affecting efficiency. As the efficiency of drivers determines in large measure the quality of the pupil transportation service, factors affecting that efficiency should receive careful attention. The following are among the factors to be considered.

a. Attitude of the administration.

b. Quality of supervision.

c. Adequacy of inservice training.

d. Clarity of policies and requirements.

e. Adequacy of compensation and job security.

f. Condition of equipment.

g. Cooperation of teachers.

h. Attitude of pupils

i. Attitude of parents and public

C. Mechanics and Other Staff

In most situations the use of a school operated maintenance garage promotes economy and efficiency of operation. The garage staff may consist of only one driver-mechanic or of many mechanics, helpers and servicemen. The type of service rendered by the garage staff may range from lubrication, tire work, washing, and simple repairs to major overhauls and body work of all types. Whatever type of service seems desirable in the local situation, each mechanic should thoroughly understand the details of school bus construction. He should be "maintenance conscious" and should take a pride in good workmanship--understanding at all times that safety is valued above all else.

There is a growing trend to provide inservice training opportunities for mechanics and servicemen in order that their knowledge of inspection, service and maintenance methods may be developed to the greatest possible extent.

CHAPTER V

PURCHASING

A. Bus Purchase

1. Steps in bus purchase. Shown below is a suggested sequence of steps to be followed in the purchase of a school bus.

   a. Determine the need.

   b. Commence board of education action:

      (1) Establish specifications, giving regard to competitive bidding.

      (2) Propose the method of payment.

      (3) Present a bus purchase resolution to the voters, or include an appropriation in the budget under 510-210.

      (4) Authorize the advertising for bids, or buy on the state contract.

   c. Advertise for bids.

   d. Accept (by board of education) lowest responsible bid (conditioning final acceptance upon required approvals to be secured by district).

   e. Submit an "Application for Approval of Bus Capacity and Bus Purchase" through the superintendent or district superintendent of schools to the State Education Department.

   f. Accept (by board of education) delivery of the bus only after a careful inspection and approval based on the judgment of a qualified person. Such approval should also be based on a verification of the price at which the bus is being billed.

   g. Secure license plates from the Department of Motor Vehicles.

   h. Have inspection made by the Public Service Commission inspector.

   i. Report delivery to the Division of Educational Management Services of the State Education Department.

In the example shown it is assumed that there will be sufficient time between the date when the bus purchase resolution is approved by the voters and the needed date of delivery to conduct the necessary advertising and bidding procedures. When this is not true because of a locally desired method for proceeding, the advertising and acceptance of bids may take place prior to the vote of the people. However, the advertising notice should indicate that voter approval must yet be obtained.

2. Types of vehicles. There are several types and sizes of buses from which school officials may make their selection. These include the conventional type, the transit type, as well as suburbans in two and four-door models.

a. The conventional type bus is built on a modified truck chassis with the engine under a hood located ahead of the driver's seat and windshield. This type is available in the following approved sizes, stated in terms of pupil seating capacity: 16, 20, 30, 42, 48, 54 and 60.

b. The transit type bus, widely used by public service bus lines, has the engine in the rear and the driver's seat and service door forward of the front axle. This type is available in the following approved sizes, stated in terms of pupil seating capacity: 49, 55 and 61. The wheelbase of the transit type is shorter than that of a conventional bus of equal capacity, thus providing a shorter turning radius.

c. Suburbans of all steel or equivalent metal construction are available in approved pupil capacities of 8, 11 and 12. The two-door type normally accommodates 8 pupils, but may be converted to seat 12. The capacity of the four-door model is based upon 13 inches of seat width per pupil. Suburbans are useful on routes, particularly feeder routes, where the number of children does not require use of a larger unit. Other uses for which the suburban is well adapted include: service on unimproved roads, transportation of children who become ill at school, special transportation in connection with athletic programs, transportation in connection with the school lunch program, and for general administrative purposes.

3. Selection. In determining the needs for bus equipment, a board of education has the task of selecting the size and type of unit needed. Selection of the most suitable type of bus for a given district will be facilitated by a consideration of each type in terms of the following points:

a. Safety and comfort.

b. Ease of maintenance.

c. Suitability for prevailing road conditions.

d. Availability of parts and service.

e. Traction and maneuverability in snow.

f. Maneuverability in traffic.

g. Visibility for driver.

h. Space required for storage.

i. Adequacy of quality.

j. Reasonableness of cost.

4. Standards. The present high standards of bus design and construction required by the State of New York have been developed in cooperation with other states, meeting in National Conferences on School Bus Standards. Such conferences are sponsored by the National Council of Chief State School Officers and administered by the Commission of Safety Education of the National Education Association. The intent of the standards so developed is to insure the safest possible transportation for school children with due regard for economy of manufacture, operation and maintenance. New York State standards are set forth in the Regulations of the Commissioner of Education[1] and in the rules and regulations of the Motor Vehicle Department and of the Public Service Commission.

5. Specifications. The board of education may establish specifications equal to or above state standards. For example, a board may specify leather upholstery whereas various less expensive coverings meet state minimum requirements. The set of forms illustrated at the end of this chapter may be reproduced for local use in stating specifications and in securing bids, In connection with the establishing of specifications, it is suggested that these be followed by the words "or equivalent." When the term "or equivalent" is used, it would be necessary for the board of education to render judgment as to whether or not a bidder's specifications are equivalent to the specifications established by the board.

6. Authorization for purchase and methods of financing. The authority to purchase buses and expend a certain specified amount of money therefor comes from the voters of the district. This authority may be granted by majority vote at any regular or special district meeting. In cases where the resulting net bonded indebtedness will

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[1] Regulations of the Commissioner of Education, Section 160.

exceed ten percent of the true valuation of the district, a 60% vote of the district meeting and approval by the Board of Regents and by the Comptroller is required.[2] Complete information, including a sample resolution and methods of financing, will be found on the reverse side of the form, "Application for Approval of Bus Capacity and Bus Purchase." (See Exhibit II, page 37)

7. Buying the bus.

   a. Section 103 of the General Municipal Law, commonly known as the Advertising Law, requires competitive bidding on all school purchase contracts involving an expenditure of more than $1,000. This includes school buses. In accordance with this chapter, a board of education is required to give notice to potential bidders by advertising in the official newspapers, if any, or otherwise in a newspaper designated for such purpose. There must be at least one publication of such notice at least five days prior to the date specified for the opening and reading of bids. In addition to advertising in the official newspaper, it would seem logical that a notice might be published in any other newspaper which circulates in the school district or is published in a nearby city. The board of education might also find it advantageous to notify potential bidders by sending them a copy of the printed notice. A suggested set of forms to be used in bus purchase is provided at the end of this chapter. If a district wishes to purchase a bus on state contract, no bidding by the district is required.

   b. In accordance with Article 5-A, Section 103 of the General Municipal Law, all purchase contracts involving an expenditure of more than $1,000 shall be awarded to the lowest responsible bidder furnishing the required security. The only exception is that the board may, in its discretion, reject all bids for valid and sifficient reason and readvertise for new bids. There is no legal requirement that boards require bidders to furnish security in the form of a certified check, money or bid bonds, but it has become a rather general practice to follow this procedure. The suggested "Bid Forms for School Buses" exhibited at the end of this chapter makes provision for such security. (See Exhibit III pages 39 through 43) Purchases made under a state contract do not require any local bidding.

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[2] School districts coterminous with, wholly within, or partly within cities (Under 125,000) are subject to a 5% limitation which may be exceeded only by a 60% vote of the district and approval by the Board of Regents and the Comptroller.

8. Acceptance of bus

a. Following delivery of a bus, it is important that formal acceptance be withheld pending examination by the board of education and by the inspector of the Public Service Commission. The board of education should satisfy itself that the bus meets the prescribed specifications in all respects. This includes verification that the model number of both chassis and body be as approved for purchase by the Commissioner of Education. It should also be determined that the price is correct in terms of the accepted bid.

b. The purchase procedure is completed by sending a "Report of Delivery" to the Division of Educational Management Services of the State Education Department. This report is made on the white copy of the "Application for Approval of Bus Capacity and Bus Purchase," and, upon its receipt a permanent record of the addition to the fleet is made in the records of the State Education Department.

B. Purchasing of Supplies and Equipment

1. State contracts. Many items used in connection with pupil transportation may be purchased on state contract. Such contracts are let by the Division of Standards and Purchase, 103 Washington Avenue, Albany, New York. All school districts are eligible to participate provided that the contracts contain a price extension clause allowing such participation.

Complete alphabetical indexes of commodities which may be purchased under contract with the Division of Standards and Purchase are distributed periodically and are available upon request. These items may be purchased directly from contractors according to the information in the notices of award sent by the Division of Standards and Purchase to the schools on its mailing list. Some of the items which may be purchased at the prices and according to the specifications of state contracts are indicated in the following list:

Air compressors

Anti-freeze
Chamois
Flashlights
Greases, lubricating
Jacks, hydraulic
Spark plugs
Tires and tubes

Automotive equipment (buses and station wagons)
Fire extinguishers and refills
Flares, red emergency
Gasoline
Incandescent lamps
Oils for internal combustion engines
Tire chains and accessories
Tire recapping and repairing

2. Advertising Law. Although most transportation supplies and items may be purchased on state contract, some school districts may prefer to make independent purchases. This might be true, for example, where the state specifications do not meet the needs of the local district. In such cases, school officials should give due regard to the provisions of Section 103 of the General Municipal Law. This Section, popularly known as the "Advertising Law," applies to the purchase of supplies and equipment as well as to school buses. Specifically, the Law requires competitive bidding in all school districts on purchase contracts involving and expenditure in excess of $1,000. This requirement affects all purchases other than those made on state contracts of the Division of Standards and Purchase.

EXHIBIT II

BP No. .... County of .... Supvy. Dist. No. ....

THE UNIVERSITY OF THE STATE OF NEW YORK
THE STATE EDUCATION DEPARTMENT
DIVISION OF EDUCATIONAL MANAGEMENT SERVICES
ALBANY, NEW YORK 12224

APPLICATION FOR APPROVAL OF BUS CAPACITY AND BUS PURCHASE

School District No. .... Town(s) of .... hereby requests approval for .... pupil seating capacity for a schoolbus chassis and body.

The Commissioner of Education hereby approves .... *[Leave blank]* pupil seating capacity.

The .... *[Trustee or President, Board of Education]* of this district has been authorized by a resolution adopted by the voters to purchase a bus and expend a sum not to exceed $........................ A copy of this resolution is attached. We propose to dispose of bus number .... by .... *[Trade-in, private sale or keeping as spare]* and to purchase the bus described below.

Bus No. .... Pupil Cap. .... Make of Chassis .... Model No. .... Year ....

Make of Body .... Model No. .... Year ....

True valuation of district .... Total purchase price; chassis and body $........................

Net bonded indebtedness .... Less trade-in allowance on bus No. .... $........................
(See note 2 on reverse side.)

Net Purchase Price $........................

[Signed] .... *[Trustee or President, Board of Education]*   Approved .... *[(Dist.) Supt. of Schools]*

Approval not valid after .... 19........

Approved .... *[Representative of Commissioner of Education]*   Date .... 19........

REPORT OF DELIVERY

The bus described above was delivered to this district on .... 19........ Full payment has been made in the amount of $................ on .... 19........ (This figure should be the same as the net purchase price listed above. If a different figure is shown, an explanation should be given.)

(See Instructions below and Sample Resolutions on other side.)   *[Signed]* .... *[Trustee or President, Board of Education]*

INSTRUCTIONS

1. Two white copies and two blue copies of this application form should be submitted to the Division of Educational Management Services. A separate application should be submitted for each schoolbus to be purchased.

2. All four copies of this application form should be completed and signed by the trustee of the district, or by the president of the board of education, and approved by the superintendent or district superintendent of schools, *except the section on Report of delivery.* The approved forms will be returned to you to complete this section after the approval to purchase has been granted by the State Education Department.

3. Applications submitted by all school districts excepting city school districts should be accompanied by a copy of the resolution approved by the voters at any special or annual meeting which authorized the purchase and financing of the bus by issuance of obligations. However, if the voters appropriated the gross purchase price in the budget under the major function — Transportation (A510–210 Buses), no resolution is required, but information should be provided as to the date the budget was approved by the voters, the amount appropriated and the item under which the appropriation appears. City school districts should submit similar information based on action taken by the board of education.

4. Each additional bus should carry next highest consecutive number from last bus purchased.

B1223-Jl 64-4000(49659)*

SAMPLE RESOLUTION — WHEN A TRADE-IN IS NOT INVOLVED

Resolved, That the Board of Education of Union Free School District No. ...., Town(s) of ...., County of ...., is hereby authorized and directed to purchase four schoolbuses and expend therefor a sum of not exceeding $32,000, as follows:

1 schoolbus at a cost not exceeding $9,000
1 schoolbus at a cost not exceeding $7,500
1 schoolbus at a cost not exceeding $7,500
1 schoolbus at a cost not exceeding $8,000

which said total sum of $32,000, or so much thereof as may be necessary, shall be raised by tax on the taxable property of the school district to be collected in annual installments, and to issue obligations of the district therefor in accordance with the Education Law and Local Finance Law.

SAMPLE RESOLUTION — WHEN A TRADE-IN IS INVOLVED

Resolved, That the Board of Education of Central School District No. ...., Town(s) of ...., County of ...., is hereby authorized and directed to purchase four schoolbuses and expend therefor a gross sum not exceeding $32,000, as follows:

1 schoolbus at a gross cost not exceeding $9,000
1 schoolbus at a gross cost not exceeding $7,500
1 schoolbus at a gross cost not exceeding $7,500
1 schoolbus at a gross cost not exceeding $8,000

and, that there shall be applied to the purchase any trade-in allowance to be received for a bus (or buses) now owned by the school district, and, that the aforesaid total sum of $32,000, or so much thereof as may be necessary, shall be raised by tax on the taxable property of the school district to be collected in annual installments; and further resolved, that the board of education is authorized to issue obligations of the district therefor in accordance with the Education Law and Local Finance Law.

The authority to purchase buses and expend a certain specified amount of money to be raised by tax on the taxable property of the district to be collected in the current year or in annual installments comes from the voters of the school district. When the voters have authorized the board to levy a tax to be collected in annual installments, the decision as to the method of financing such a purchase, within the limitations of the Local Finance Law, rests with the board of education; that is, the board may decide to issue bonds or capital notes if such is not specified in the resolution of the voters.

NOTE 1. Should the above resolutions result in the issuance of bonds in excess of $30,000 in one school year, the sale will need to be a public sale and before selling the bonds the school officials should get in touch with the State Comptroller's office for information relative to required advertising etc. If the amount of the bonds to be sold in any one year is $30,000 or less, they may be sold at private sale, but the interest rate may not exceed 3½ percent and maturity may not exceed five years.*

If capital notes instead of bonds are to be issued, they must be completely repaid by the end of the second fiscal year following the year in which they are issued, and 50 percent of such capital notes must be paid by the end of the first fiscal year following the year in which they are issued.

Bond or capital note resolutions are to be adopted by a two-thirds vote of the board of education in addition to approval by the voters (see Local Finance Law, sections 32.00 and 33.00).

NOTE 2. In school districts, no part of the territory of which is included within a city, if the proposed bond issue when added to the present bonded indebtedness (exclusive of the State Building Quota) will result in the net bonded indebtedness exceeding 10 percent of the true valuation of the district, the additional bonds must be approved by a two-thirds vote of a school district meeting. In city school districts and other districts which include territory within cities of 125,000 or less inhabitants if the proposed bond issue when added to outstanding bonded indebtedness will exceed 5 percent of the average full valuation of real property in the district for the preceding five years, the bond issue must be approved by 60 percent of the voters on a referendum and the consent of the Board of Regents and of the State Comptroller is also required. In these cases an application for approval of a bond issue must also be made to the Board of Regents through the Division of Law of the State Education Department on forms supplied by the Division.

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* May be sold at private sale at a rate of interest which, until June 1, 1965, shall not exceed 3½ percent per annum and from and after such date shall not exceed 2½ percent per annum.

EXHIBIT III

SPECIFICATIONS AND BID FORMS
for
SCHOOL BUSES

DO NOT SEPARATE THESE SHEETS

Bids To Be Opened

At ______________________
(Hour)

Date ______________, 19___

Place ____________________

Name of Bidder ____________________________

Address ____________________________________

____

____

____ School District

____, New York

Instructions to Bidders

1. Bids must be submitted on the attached set of forms. (Do not separate these five sheets.)

2. The school bus body and/or chassis furnished shall comply with all the rules, regulations and standards as established by state agencies listed herein.

3. The chassis bidder may submit bid stating make of body to be mounted on chassis, but representative of body manufacturer must fill out body specification sheet and same must be properly signed by an authorized representative of the body company.

4. Manufacturers of school bus chassis and school bus bodies have filed detailed specifications of their product with the State Education Department. They have an assigned and approved model number for chassis and/or body. Bidder should be certain of the correct model before submitting bid.

5. The proposal shall be enclosed in an opaque envelope and marked with the name of the bidder.

6. The board of education reserves the right to reject any or all bids and to waive any informality in any bid.

7. The board of education wishes net bids after allowing turn-in credit of a ______________ chassis with ______________ body, ______________ capacity, year __________. The bus to be turned in can be seen at the garage of the school district. Gross bid should also be stated.

____ School District

____, New York

CHASSIS: SCHOOL BUS SPECIFICATIONS

The school bus chassis furnished shall comply with the current Regulations of the Commissioner of Education of the State of New York Relating to School Bus Rules, Standards and Specifications, rules and regulations of the Motor Vehicle Department, and of the Public Service Commission of the State of New York. In addition, the board of education is requiring the following specifications and conditions:

Item	Specifications Required by the Board of Education
1. Make and Model	xxxxxxxxxxxxxxxxxxxxxxxxx
2. Gross Vehicle Rating	
3. Grade Ability	Use formula in Commissioner's Regulations--we desire ___% Minimum Grade Ability
4. Battery	
5. Brakes	
6. Generator or Alternator	
7. Net Chassis Weight	
8. Rated Capacity--rear axle	
9. Rated Capacity--front axle	
10. Rear Axle	Full floating, single reduction, rear axle gear reduction not in excess of _________ to 1.
11. Weight Distribution of gross vehicle weight in percent	

Name of Company or Distributor ______________________________

By______________________________ ______________________________
(Signed) (Title)

____ School District

____, New York

BODY:

SCHOOL BUS SPECIFICATIONS

The school bus body furnished shall comply with current Regulations of the Commissioner of Education of the State of New York Relating to School Bus Rules, Standards and Specifications, rules and regulations of the Motor Vehicle Department, and of the Public Service Commission of the State of New York. In addition, the board of education is requiring the following specifications and conditions:

Item	Specifications Required by the Board of Education
1. Make and Model No.	xxxxxxxxxxxxxxxxxx
2. Weight Distribution of gross vehicle weight in percent	
3. Seats a. Upholstery (kind) b. Material used on back of seats c. ____________ d. ____________	
4. Fire Extinguishers	
5. Defrosters	
6. Heaters	
7. First Aid Kit	
8. Mirrors a. Interior b. Exterior	
9. Floor	
10. Windshield wipers a. Air b. Electric c. Vacuum	
11. Book Racks	
12. Other Equipment ____________ ____________	

Name of Company or Distributor ______________________________

By____

(Signed) (Title)

NOTICE TO BIDDERS

RE: SCHOOL BUSES

To all Prospective Bidders:

The Board of Education of School District No. _______, Town(s) of

____, County of

__________________________, State of New York, requests sealed bids for:

SCHOOL BUSES ____

Number of Units   Pupil Capacity

All school buses, chassis and body shall meet the Regulations of the Commissioner of Education of the State of New York Relating to School Bus Rules, Standards and Specifications, the rules and regulations of the Motor Vehicle Department and the rules and regulations of the Public Service Commission of the State of New York.

Detailed specifications may be secured from the clerk of the district.

Sealed bids are to be in the hands of ___________________________,
(Name of Clerk or Board Member)

____________________________________, New York, not later than _________
(Address)   (Hour and

______________. They will be publicly opened at ________________________,
date)   (Place)

at ________________________________ and read aloud.
(Hour and date)

A certified check or bid bond equal to ____% of the net bid shall accompany each proposal. The Board of Education hereby reserves the right to reject any or all bids, and to waive any informality in any bid. Bids must provide for delivery on or before ____________________________.

____
Trustee or President of Board of Education

____
Trustee or Clerk of Board of Education

____ School District

____, New York

BID FORM FOR SCHOOL BUSES

The undersigned hereby proposes and agrees to furnish and deliver to school district No. _____, Town(s) of ______________________________,
County of ___________________________, State of New York.

No. of Units	Chassis		Body		Pupil Capacity
	Make	Approved Model No.	Make	Approved Model No.	

In accordance with the Regulations of the Commissioner of Education of the State of New York relating to School Bus Rules, Standards and Specifications, the rules and regulations of the Motor Vehicle Department and of the Public Service Commission of the State of New York and the specifications and conditions required by the board of education, which are attached to this bid form for the

Total Delivery Price of $____________

Total amount of trade-in for ____________________

____

____ $____________

Bid minus trade-in allowance $____________

Guaranteed delivery date ________________________

Respectfully submitted

Bidder ____________________________________

By ____

(Bid must be covered by a certified check or bid bond equal to _____% of the net bid.)

CHAPTER VI

INSURANCE

A. Coverage for Damage to Vehicles

It is common practice for school districts to insure their buses against fire, especially where many buses are stored together and are subject to one loss. The value of theft coverage on vehicles larger than station wagons is open to question. However, fire and theft are generally written in a combined policy at rates not greatly in excess of the fire rates. At a somewhat higher cost, comprehensive coverage may be secured which provides protection from loss, including glass breakage, caused by virtually all perils except collision. Important extra coverage is provided for loss due to windstorm and vandalism.

B. Bodily Injury and Property Damage Liability

1. The comprehensive automobile liability policy protects the district from loss due to liability incurred by reason of the operation, ownership, or maintenance of motor vehicles. While this protection is not required by law on district-owned equipment, it is highly recommended that boards of education provide adequate coverage. In recognition of the need for high limits of liability, many districts have purchased catastrophe-excess policies to provide additional protection over basis automobile and general liability policies. A recent check indicates that every district in New York State with district-owned buses carries bodily injury and property damage liability insurance on such equipment.

2. In the operation of contract equipment, the law requires coverage as specified in the table below:

MINIMUM STATUTORY INSURANCE REQUIREMENTS FOR CONTRACT VEHICLES

PROPERTY DAMAGE

Five thousand dollars property damage insurance is required on any contract motor vehicle used by the district for the transportation of district pupils.

BODILY INJURY

Seating Capacity	Minimum Coverage Requirement	
	Each Person	Each Accident
Not over 7	$ 10,000	$ 20,000
8-12 inclusive		40,000
13-20 inclusive		60,000
21-30 inclusive		80,000
Over 30		100,000

Statutory limits are minimums only and boards of education are encouraged to consider more adequate coverage. If a board of education desires insurance in excess of the minimum legal requirement, the amount of coverage must be stated in the specifications for transportation contract bids. It is specifically pointed out that the board may not require the contractor to increase the limits of coverage above legal requirements after the contract has been let. Although the contractor's liability insurance covers both the contractor and the district, it is generally recommended that the district buy "hired automobile" liability insurance. This would protect the district in the event that the contractor's insurance coverage proved inadequate. Such insurance would also protect the district for the operation of other buses, trucks, or cars that may be hired or rented by the district.

3. Non-ownership liability insurance protects a school district from loss due to claims resulting from the use, by employees, parents, or others, of their own automobiles for the transportation of children on district-sponsored trips or for any other approved school activity or business. The requirement, imposed upon boards of education and trustees by Section 3023 of the Education Law, to protect employees in the event of liability suits against them would apply in the event of claims arising out of the use, by an employee, of his own automobile on approved district business. Most insurers feel that automobile non-ownership liability, if written on a comprehensive form of policy, would insure this obligation imposed by law. Since this opinion is not unanimous among insurers, however, it is suggested that each district discuss the matter with its own insurer to be certain that the obligation is insured. Parents and others who are not employees are not protected by the district's insurance, and must rely on their own.

C. Possible Savings in Automobile Insurance

1. Premium savings can be achieved for buses not operated during the summer months by writing coverage for them on a ten-month basis. In this case, a summer repair and testing extension is available at nominal added expense.

2. Fleet discounts are allowed for six or more vehicles when insured in the same company.

3. Dividends are paid by some insurance companies at the end of the policy period.

4. Premium credits may be earned by establishing and maintaining a good accident experience record. The experience rating plan penalizes a district with a poor accident record. The effort and expense invested in a good safety program can pay for itself many times over in terms of experience credits.

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A detailed discussion of automobile insurance is contained in the Insurance Handbook of this School Business Management handbook series.

CHAPTER VII

OPERATION

A. Routing

1. Criteria for route planning. The information required for the planning of bus routes is secured through a survey (See Chapter III). The need for transportation is established in terms of this information. As bus routes are planned to meet this need, the following are suggested as desirable criteria for the guidance of those responsible for the planning:

a. Keep at a minimum the number of hazards such as steep hills, dangerous approaches to intersections, railroad crossings, narrow bridges, sharp curves, crowns of hills and obstructions to visibility.

b. Make sure that necessary "turn-arounds" are safe and suitable in all weather conditions. Be especially alert to those road areas that have an affinity for fog.

c. Load and discharge pupils so that it is not necessary for them to cross main highways in order to reach their homes.

d. Plan routes so that majority of the children do not have to ride in excess of half hour on the way to or from school. It is generally accepted that one hour should be the absolute maximum riding time for a one way trip.

e. Keep at a minimum bus stops on hills of appreciable grade. Where such stops are necessary they should be served as the bus is traveling down hill. These stops should be properly posted by use of School Bus Safety sign, or by a pull-off area.

f. Avoid all duplication or unnecessary mileage of any kind.

g. Provide a reasonable pupil load for the bus used. It is desirable that a seat be provided for each rider.

h. Apply equitably and consistently the policy governing the minimum and the maximum distance that children will be transported.

i. Provide for duly recognized exceptions to the policy mentioned in "h" above, which may be necessary because of particular hazards or due to the physical or health limitations of individual pupils.

j. Provide for the transportation of pupils who attend nonpublic schools.

2. Types of routes. School officials responsible for the planning of bus routes should be familiar with the various types of routes which may be used individually or in any combination.

a. A circular route is a main or trunk route which circumscribes an area by using different roads on the outgoing and incoming trips. On a given trip, none of the mileage is covered in both directions. The circular route has the advantage of equalizing the time which pupils spend on the bus. This is accomplished if the bus travels in the same direction on each trip so that the first child on in the morning is the first off at night.

b. A shoestring route is a main or trunk route which extends from the school to some terminal point out in the district. If the bus is stored at the school, the same road or roads are used on the outgoing and incoming trips. On a shoestring route, the children travel more or less directly toward the school, whereas on a circular route the first children to board the bus may be transported over a very indirect route.

c. A feeder route extends from some transfer point on the main route farther out in the district. The use of a feeder route may be advisable for one or more of the following reasons: (1) to limit the use of large buses to improved roads, (2) to reduce travel time on the main route, or (3) to provide horse-drawn conveyances on roads which at times may be impassable to motor vehicles.

d. A shuttle route extends between two or more school buildings. Routes of this type are often required for the transfer of pupils in districts operating two or more schools.

3. Route service. In addition to the laying out of routes, consideration should be given to the various methods of serving these routes. The plans for serving routes will have an important effect upon the number of buses and drivers required as well as upon the quality of the service. There are three principal types of trips, viz. single, dual and double.

a. The single trip involves a morning and an afternoon trip by one bus on each route. This form of service is well adapted to sparsely settled areas. It also meets the needs of schools where the instructional program requires that both elementary and secondary pupils arrive at the same time. The single trip plan requires a maximum number of buses and drivers as each route is covered but once and each bus serves but one route.

b. The double trip plan calls for each bus to cover two or more different routes morning and afternoon. This plan is suited to districts of relatively dense population where distances are not great. As children of all grades are carried on each trip, program adjustments in the instructional schedule are necessary to avoid idle waiting time at the school. If these adjustments can be made without sacrificing the interests of the children, the double trip plan may be economical by requiring fewer buses.

c. The dual trip plan, also known as dual routing, calls for two or more morning trips and two or more afternoon trips over the same route by each bus. This arrangement is feasible only where route distances are relatively short. High school pupils may be brought to school on the first morning trip with elementary children arriving on the second trip. In the afternoon the elementary children may be scheduled to leave on the first trip if it is desired that the elementary day be shorter than the high school day. Districts whose program requires a day of equal length for both groups may transport the high school pupils on the first trip in the morning and return them on the first trip in the afternoon.

Economies in route service may be brought about by use of the double or dual trip plan. Either method may reduce by as much as 50% the number of buses needed to meet the transportation requirements of a district. Any reduction in the number of buses will represent a substantial saving in fixed charges and other costs of transportation. It should be noted, however, that where routes are necessarily long, it is generally not possible to use dual or double trips. Also, it is most important that requirements of the instructional program be in no way neglected as a result of the use of dual or double trips. If such trip plans do meet the needs, fewer drivers will put in more hours on the job and, presumably, more attractive salaries will be paid. This factor should facilitate the recruitment of drivers.

An additional method of securing economies in transportation service is possible in districts operating two or more schools. One fleet of buses may serve two buildings by the simple expedient of operating each on a different schedule. For example, school "A" may open at 8:30 and close at 3:00 while school "B" opens at 9:00 and closes at 3:30.

B. Scheduling

Scheduling involves the establishment of bus stops, the determination of time schedules, and the assignment of buses. The three tasks can best be accomplished by a careful on-the-spot survey by school officials, generally including the administrator and the transportation supervisor.

1. Each junction of the main route with a side road not traveled by the bus will ordinarily be a bus stop. Also, in districts of sparse population, each pupil's home may well be a bus stop. In areas of denser population, boards of education may bring about worthwhile economies by a policy requiring pupils to walk to bus stops located at intervals along the route. In any case, board policies governing scheduling should make specific provision for stops. These policies should allow for exceptions, however, wherever road conditions expose children to particular hazards.

2. To determine accurately the time schedule of stops, it is very helpful to make a trial run of each route in a school bus. Use of an automobile for such trial runs is not advised as results are likely to be inaccurate due to differing time needs for turning around, accelerating, etc. A closely observed time schedule helps to achieve the following results, all of which are important to the smooth functioning of pupil transportation.

   a. The coordination of the home routine with the bus schedule is possible.

   b. The pupils can be on time at bus stops without waiting for long periods or running the risk of missing the bus.

   c. The bus will not have to wait for pupils.

   d. The bus will arrive on time at school, and classes can begin as scheduled.

The observance of a time schedule is encouraged by providing buses with clocks which are synchronized with radio time each morning and by posting conspicuously in each bus a simple time table such as the following:

EXHIBIT IV

INDIVIDUAL BUS TIME SCHEDULE AND PUPIL LIST

Driver________________________ Leave School____________________

Route_________________________ Arrive School___________________

Stop	Name of Pupil	Time

While the maintenance of a time schedule is important, it is secondary to safety considerations. Abnormal conditions of weather or road may properly result in behind-schedule operation

C. Loading and Unloading

1. As continuous supervision of the bus pupil is a responsibility of the school authorities, buses should not arrive before the building is open and an adequate number of teaching staff is on duty. Upon arrival at the building, as at bus stops en route, it is important that children remain seated until the driver opens the bus door. Hazards from other vehicles will be largely avoided by discharging pupils on the building side of the loading area. The unloading itself should be accomplished in an orderly way without crowding or pushing. Many schools achieve good results by requiring pupils to remain seated until it is the turn of those on their particular seat to stand and leave. It may be desirable that a staff member be assigned to meet buses, his main function being to supervise children on the way from the buses to the building.

2. Among the important objectives to be considered in planning dismissal and loading procedures are:

    a. To avoid the danger of little children being knocked down by older pupils.

    b. To eliminate overcrowding and congestion.

c. To eliminate unnecessary waiting by loading as quickly as may be consistent with safety.

d. To insure that every child boards the proper bus.

Many schools protect younger children and avoid congestion by staggering the dismissal schedule. (e.g., Kg.-Gr. 3 at 3:20, Gr. 4-8 at 3:23 and Gr. 9-12 at 3:26.) It is also common practice for elementary teachers to supervise their pupils as they pass in an orderly manner from classrooms to the loading area. It is the school's responsibility to deliver each bus pupil to the assigned bus stop. The unexplained absence of any pupil should be reported to the dispatcher--a staff member assigned to take charge of loading.

At dismissal time buses should be stationed at definitely assigned points in the loading area prior to the dismissal bell. All other traffic should be excluded from this area. Some schools have successfully used a system of fencing and gates which requires that each bus stop with its service door at the assigned gate. The loading area may be a point of great pupil congestion at dismissal time and the use of loading gates may contribute to the orderliness and safety of the loading operations.

Two techniques have been used with good results in helping very young children to board the proper bus at dismissal time. One method is to distinguish each bus by placing a pictorial design beside the service door. These may be representations in colors of cartoon characters or other well-known symbols. The second technique, generally used during the first weeks in the fall, is to provide each kindergarten child with a tag bearing his name and the number of the bus to which he is assigned. With this identification, teachers and drivers find it much easier to see that each child boards the proper bus.

Window cards are sometimes used on school buses to designate the routes over which the buses will travel. This provides for flexibility in the assignment of buses, since the cards are readily transferred from one vehicle to another.

Some schools schedule activities, such as athletic practices and play rehearsals, for the period following the close of the regular school day. Where this is done, it is advisable that an efficient system be established for notifying drivers that certain pupils are excused from the afternoon trip. Transportation for these pupils is provided by late afternoon "activity" trips. Accurate rosters are necessary, or ineligible pupils will be riding on these activity buses.

3. Administrators and boards of education are faced with the problem of developing policies governing the handling of special transportation requests of parents. One mother may ask that her son

be allowed to get off at grandmother's or ride a different bus to spend the night at the home of a friend. Another parent may request that her child be excused from the afternoon trip to remain in town for a music lesson. Requests of this type should be made in written form and, when doubt exists as to their authenticity, school officials should verify them by phone or other means. While schools may honor special transportation requests from parents, these should be kept at a minimum. Changes in the routine tend to increase the hazards to which children are exposed.

A definite routine should be established for handling these requests. This may require that they be left with an office secretary for subsequent approval by the principal or his designated representative. Following such approval, the secretary may use a bus "sign-off" slip as a means of notifying drivers that certain children are excused from the trip to which they are regularly assigned. The dispatcher may stop at the office at closing time for the sign-off slips to be distributed to drivers at the loading area. The following is an example of a typical sign-off slip:

EXHIBIT V

TYPICAL SIGN-OFF SLIP

Bus No. 10--Mr. Hatcliff

Date ____________________

The following children are excused from the return trip today:

______________________ ______________________

______________________ ______________________

______________________ ______________________

Special instructions:

Approved ______________________
(Principal)

D. Lines of Communication

1. Operational efficiency requires that lines of communication provide for the free exchange of information among all those who have an interest in pupil transportation. Cooperation and compliance with policies are best achieved by well informed individuals, whether they be students, drivers, teachers, or parents. Each group has a contribution to make to the success of a transportation program and only through ready intercommunication may that contribution be fully realized. This intercommunication involves the use of numerous means for the exchange and dissemination of information. It logically follows that the type of facility employed will be that best suited to the situation. Listed below are several mediums of communication with illustrations of typical uses of each:

MEDIUM	TYPICAL USES
a. Bulletins	a. To explain policies, regulations and assignments to drivers.
b. Meetings	b. To share information, e.g., on safe driving practices.

	MEDIUM		TYPICAL USES
c.	Public press	c.	To make announcements to the public, e.g., regarding the appointment of a new bus driver.
d.	Conferences	d.	To discuss individual problems, e.g., with a driver concerning a disciplinary problem.
e.	Circular letter	e.	To make announcements to parents such as new route plans.
f.	Telephone calls	f.	To make requests, e.g., a driver asked for help in starting the bus.
g.	Radio and television	g.	To make emergency announcements such as the school being closed due to a storm.
h.	Letters	h.	To make inquiries, e.g., a parent inquires as to the policy governing bus stops.
i.	Public address system	i.	To request compliance with a rule such as that concerning eating on buses.
j.	Meetings of parent organizations	j.	To seek solutions to problems of general interest.
k.	Annual budget (popularized type)	k.	To explain the transportation program.
l.	Public meeting	l.	To explain the needs for new transportation equipment.

2. Effective interchange of ideas involves more than the skillful use of various techniques such as those enumerated above. It involves the recognition by all personnel that education is a democratic process in which all concerned have a right to participate. Specifically, everyone on the transportation staff should assume that all inquiries, requests, suggestions, and complaints are sincere and that each deserves appropriate recognition. Each citizen, child or adult, should be given courteous treatment when he attempts to communicate with a staff member. Any other procedure aggravates rather than solves the problems incident to the operation of a transportation program.

E. Pupil Management

1. Pupil management has as its objective the securing of desirable behavior on the part of all pupils riding the bus. Probably no other single factor has a more direct effect on pupil behavior than has the personality of the driver. A sense of humor and a liking for children are most helpful. The driver should believe in and practice impartiality and fairness to all, with special privileges for none. A driver who consistently demonstrates his devotion to duty will find that his pupil passengers more readily meet their obligations.

2. Clearly understood and well enforced rules are useful in pupil management. Typical of such rules are the following:

   a. The last pupils to leave shall use seats in the rear of the bus.

   b. No food shall be eaten on the bus.

   c. Pupils shall not extend any portion of their body out of the window.

   d. Wastepaper shall be deposited in a receptacle provided in the front of the bus. Such a receptacle must be attached to the bus.

   e. Nothing shall be thrown within the bus, or in or out of the window.

   f. Pupils shall not change seats while the bus is in motion.

   g. Standees shall stay to the rear of the marker line while the bus is in motion.

3. A positive approach to pupil management as it affects behavior may be made through one or more group efforts, such as:

   a. A transportation council consisting of drivers, pupil representatives and the administrator or transportation supervisor.

   b. A bus committee of pupils under teacher leadership.

   c. An assembly or P.T.A. meeting devoted to behavior and safety on buses.

4. Parental support is important in pupil management. Misunderstandings of school policy and misrepresentations by children may lead to negative parental attitudes very harmful to pupil behavior. In such cases a proper relationship between the staff and the parents will be effective in promoting a more constructive attitude. Most parents whose normal attitude might be termed "passive" will give effective assistance if it is courteously solicited.

5. Behavior problems may develop in spite of all efforts to avoid them. The following are steps which may be helpful in some such cases:

a. The pupil's seat is changed.

b. A conference is held between the pupil and either his teacher or the principal.

c. The parent is approached for assistance.

d. Transportation privileges are withdrawn pending an agreement on corrective action to be taken. However, pupils must never be put off a bus for behavior problems while the bus is en route to or from school.

F. Spare Bus

A spare bus is one in excess of the number regularly assigned to routes. One or more spares may contribute to operational efficiency in several ways. Transportation is available for field trips and afternoon athletic contests without any disruption of regular schedules. A spare may also be used to replace a regular bus during planned maintenance work. A third use of the spare bus is as a replacement in cases of emergency due to mechanical failure or road conditions.

CHAPTER VIII

MAINTENANCE

A. Preventive Maintenance

Preventive maintenance is a program of inspection, service, and correction undertaken for the purpose of preventing breakdowns. Such a program is required by rule 721.33 of the Public Service Commission's Rules and Regulations for Omnibuses. This rule reads as follows:

> "The body, chassis, engine, and all equipment shall be maintained in proper adjustment and safe operating condition.
>
> "The operator shall keep a current record showing the omnibus number and date of breakdowns and any defects reported. These records shall be retained by the operator for at least six months and shall be available for examination by an authorized representative of the Commission at any time.
>
> "The operator shall make a complete examination of each omnibus at regular time or mileage intervals for mechanical or structural defects and all necessary repairs shall be made before the omnibus is returned to service. An itemized record for each inspection showing the date, bus number, lubrication record and adjustments, and signed by the operator or his designated mechanic, shall be retained at the local office, garage or repair shop where such inspection is made for at least two years. Such inspection records shall be available for examination by a motor vehicle inspector or other authorized representative of the Commission at any time.
>
> "The maintenance facilities of each operator shall be adequate and shall include either a suitable pit, ramp, or hoist or arrangement for the use of such facilities.
>
> "The passenger section shall be kept in a clean sanitary condition while the omnibus is in service."

Preventive maintenance will also accomplish four other purposes, viz. (1) safer operation, (2) lower operating costs, (3) more dependable service and (4) longer vehicle life.

1. The school bus driver has vital functions in the preventive maintenance program. He has the responsibility of driving with consideration for the vehicle. Specific helps in the training of drivers to conserve equipment are given on pages 43 to 47 of the "Manual for the Instruction of School Bus Drivers."

Another maintenance function of the driver is that of inspecting and reporting. The inspection should be made each day the bus is in use. It includes visual checks of tires, of the coolant in the radiator and of the oil level in the crankcase. The driver should also check the brakes, horn, signaling devices, and windshield wiper. The gages on the instrument panel should be checked, particularly to see that the generator or alternator is charging and that the proper oil pressure is indicated. En route the driver should be on the alert for evidence of conditions which may require attention. He need not be an expert mechanic to observe and report such things as the following:

a. The clutch is starting to slip.

b. The engine is not idling properly.

c. There is excessive play in the steering wheel.

d. The engine is overheating.

It is not essential that the driver correctly diagnose the nature of a difficulty. His job is to report symptoms which will enable a qualified mechanic to identify and correct the problem.

The driver's report[1] should be made daily in written form and submitted in accordance with established procedure. The report blank may be duplicated on 5" x 8" card stock and a supply placed in each bus. In this way, it is a simple matter for the driver to make note of conditions which appear to need attention or, if everything is operating properly, to so indicate by an "OK" beside each item. Failure to use a daily report is poor economy for at least three reasons: (1) drivers tend to be less observant and less "maintenance conscious," (2) conditions observed may not reach the attention of maintenance personnel, (3) corrective measures are more likely to be delayed or neglected entirely. The driver's daily report is to be kept for at least six months.

2. Scheduled servicing and detailed periodic inspections are also vital to the preventive maintenance program. These should be carried out in accordance with the recommendations of the manufacturers' service manuals, making suitable allowances for operating conditions in the district. While an oil filter cartridge may normally be changed after 5,000 miles of use, operation over dry dirt roads may make replacement desirable each 2,500 miles. A general recommendation is that buses be serviced and carefully inspected every month, but not less than once each 1,000 miles of use. A "Monthly (1,000 miles) Check Sheet" is most useful for this purpose.[2] Certain checks, e.g., of brake lining, should be made at less frequent intervals according to manufacturers' recommendations. If inspections are done carelessly or superficially, the maintenance program will become preventive in name only. Drivers and mechanics must be thoroughly imbued with the idea that it is better to prevent trouble than to correct

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[1] See Exhibit IX, Bus Drivers Daily Report Form, page 71.

[2] See Exhibit X. School Bus Preventive Maintenance Form, pages 72-73.

it. The 1,000 mile inspection report is to be kept for at least two years.

3. Repairs are necessary either with or without a preventive maintenance program. The number and seriousness of the repairs needed, however, is greatly reduced by a well planned and carefully executed preventive maintenance program. Exhibit VI illustrates this point.

EXHIBIT VI

A COMPARISON OF THE CHARACTERISTICS OF REPAIRING
WITH AND WITHOUT A PREVENTIVE MAINTENANCE PROGRAM

	With Preventive Maintenance		Without Preventive Maintenance
1.	Adjustments are made before wear results from maladjustment.	1.	Adjustments are neglected until wear has resulted.
2.	Worn parts are replaced before failure damages other parts.	2.	Worn parts are not replaced until they break.
3.	Small or inexpensive parts suffice to restore to good operating condition.	3.	Costly parts, or whole units, are required.
4.	Everything on the bus works well or is promptly restored to good order.	4.	Several things are not working "quite right" or do not work at all.
5.	Work is done at a convenient time and place. Major repairs are accomplished during vacation periods, or through use of a spare bus.	5.	Work is done when the breakdown occurs. Work is done where breakdown occurs or else towing is involved.
6.	There is a fairly even flow of work for mechanics	6.	Mechanics are rushed at one time and idle the next.
7.	Parts are on hand when replacements are scheduled.	7.	Parts frequently have to be ordered after breakdowns occur.
8.	It is possible to predict repair costs with some degree of accuracy.	8.	The need for repairs is relatively unpredictable. A snowstorm may produce a number of failures.
9.	There are no interruptions in the school schedule due to breakdowns.	9.	Trips are delayed or missed while repairs are made.
10.	The risk of accidents due to mechanical failures is reduced.	10.	The risk of accidents due to mechanical failure is increased.

11. The public has confidence in the transportation service.	11. The public is skeptical of the safety and reliability of the transportation service.

The value of promptly identifying and correcting conditions which require attention is illustrated in Exhibit VII. The exhibit compares the relatively simple corrective steps necessary under a preventive maintenance program with the possible results of neglect.

EXHIBIT VII

PREVENTIVE MAINTENANCE REPAIRS COMPARED WITH THE RESULTS OF NEGLECT

Condition	Preventive Maintenance	Results of Neglect
Cut in tire	Vulcanizing job	Blow-out, new tire or more serious consequences
Leak in oil filter	New gasket	Loss of oil, engine overhaul
Worn points	Replace points	Towing and replace points
Loose lug bolts	Tighten bolts	Wheel comes off, front end repairs, possible accident
Poor brake adjustment	Correct the adjustment	Uneven wear, scoring drums, new linings and grinding of drums
Loose steering link	Tighten connections	Possible accident
Leak in muffler	Replace muffler	Possible asphyxiation or carbon monoxide poisoning

B. Bus Garages

1. Purposes. Garages are valuable in meeting the needs for storage, service and repair of buses. Protection against the harmful effects of sun, wind, hail, and sleet is afforded by storing buses in suitable buildings, either owned or rented by the district. Storage garages also serve to discourage thievery and acts of vandalism. To meet the needs for service and repair of district-owned buses, most districts find it advantageous to own and operate garage facilities.

2. Centralized storage. Centralized storage facilities are highly recommended for several reasons. Buses are readily available for inspection and service. The supervision of the buildings used for storage is simplified. There is less involvement of storage with the residences of

individual drivers. Where drivers store their own buses, such involvement often presents a considerable problem. Another consideration is the fact that centralized storage lends itself to the use of the circular route, the advantages of which are discussed in Chapter VII. Finally, centralized storage makes it possible for buses to be under protection during the school day, which is not always the case where other storage plans are used.

3. Location and Structure. Detailed assistance in planning bus garages may be obtained from the leaflet "School Bus Garage Recommendations" published by the State Education Department and available upon request from the Division of Educational Facilities Planning. The following are some of the recommendations affecting the location and structure of either storage or service garages.

a. Garages need not be close to the school. If the school site is limited in area, a new site may be secured for the garage.

b. If the garage is on the school site, drives and turn-arounds should not interfere with play areas nor separate the school building from the playfield.

c. Drives should not circle the school building.

d. For economy in original cost, maintenance, and snow removal, drives should be as short as possible.

e. Shrubbery should not be planted so as to interfere with the view of the driver.

f. Garages should not be located in the school building. If on the school site, the garage design should harmonize with that of the school building.

g. Normally, units of more than seven stalls should be in tandem.

h. Garages should be one story in height.

i. Minimum inside depth should be 40 feet. For stalls in tandem, this depth should be 75 feet.

j. Preferably, walls, partitions, and roofs should be of fire resistive materials.

k. Floors should be concrete at least five inches thick, reinforced with wire mesh, troweled smooth and properly pitched to floor drains or gutters.

4. Bus garage facilities and equipment

a. Garage heating plants should be enclosed with masonry walls and should be connected to the garage proper by a self-closing fireproof door.

b. Heating plant should provide for a minimum temperature of 60 degrees in repair and wash stalls, and a minimum of 45 degrees for bus storage stalls.

c. If repair and wash stalls are provided, they may be separated from storage stalls by combination steel sash and masonry partitions.

d. Lavatory and toilet facilities should be provided for mechanics and drivers. Separate facilities should be provided for women drivers.

e. Storage space for supplies should be provided. Often this space is in the rear area of a stall used for smaller buses. Preferably, it should be a separate room capable of being locked.

f. Wash stalls should be fitted with hot and cold water hose bibs and with two drains. If the water lines or hose bibs are on or in an outside wall, precautions must be taken to prevent their freezing.

g. Repair stalls should be equipped with an exhaust pipe with flexible connection to remove motor exhaust fumes from building.

h. Gasoline and oil service facilities should be convenient both to the buses and to the office where records are kept.

i. A service garage should be equipped with either a grease pit or a hydraulic lift. Of the two types of equipment, the hydraulic lift seems to be preferred. Pits should be 4 feet deep, not less than 20 feet long nor more than 3 feet 6 inches wide between curbs. If a lift is used, it should be of the dual type and of at least 10-ton capacity.

j. Where large fleets are to be maintained, provision may be made for closing off one stall for painting. Special wiring and electrical fixtures may be required.

k. The air compressor should be of sufficient size to meet requirements of the lift, paint sprayers, and other equipment.

5. Garage operation. Primary responsibility for the operation and supervision of the bus garage shall rest with the chief administrative officer. Depending upon the size of the district, he may discharge this responsibility personally, or he may delegate some of his authority to subordinates such as a transportation supervisor or a head bus driver. The garage management will have to provide for the following functions:

a. Custodial care--heating and cleaning of the building, provision of fuel, locking and unlocking of the building, maintenance and repair of the building and building equipment.

b. Supplies and parts--draw up specifications for parts, purchase and store stock parts and supplies, order parts not stocked; issue parts.

c. Repairs and servicing--operate the inspection program, issue work orders, supervise repair operations.

d. Supervision of records.

e. Inspection and safety.

The efficiency of the garage will be enhanced by keeping the building properly heated and clean. As plenty of light is helpful, windows should be washed frequently and light bulbs should be replaced as they burn out. Paper and soap should be continuously available in the washroom. Tools not in use should be kept in good order. Building fixtures such as door closers should be kept in operating condition. It should be possible to open windows which are designed to open. If every part of the bus garage is neat, clean,and in good working order, the same condition is more likely to prevail in respect to the buses stored and serviced therein. Stocked supplies and parts should be on hand continuously. An exhausted supply of the proper grade of grease does not encourage an orderly program of servicing. On the other hand, it is regarded as good practice to keep the stock of major parts at a minimum. Such a practice reduces the investment in inventory, prevents deterioration, avoids obsolescence of parts, simplifies the problem of storage, and reduces the temptation of pilferage.

C. Staffing the Garage

In staffing the garage, one of the first questions that needs to be answered is, "How many buses can a mechanic maintain?" The answer to this question will vary, depending upon the age of buses, the severity of weather conditions, the dispersion of buses, the condition of roads traveled, and the standards of the district. In general, it is thought that a full-time mechanic can service approximately ten buses, assuming a fleet which has not been neglected and a storage plan in which the vehicles are readily available. If the size of the fleet will not justify a full-time mechanic, driver-mechanics or other part-time servicemen may be employed. Such part-time positions may also be used where necessary to supplement the services of a full-time mechanic. If a reasonable ratio of buses to mechanics is maintained, there should be plenty of work to keep the staff profitably occupied, provided they are continuously carrying out a preventive maintenance program.

In a garage with a staff numbering two or more, the assignment of mechanics and helpers will normally be a function of the head mechanic or transportation supervisor, who is responsible for the periodic inspections and for seeing that all needed services and repairs are performed.

D. Mobile Maintenance Equipment

Schools operating approximately ten or more buses may find it very helpful to provide a service truck. This is especially true where buses serve more than one terminal school building. A light panel truck may be equipped with hand tools, small parts, and supplies. Such a service truck may be used by mechanics in making emergency repairs to buses experiencing difficulties on the road. As it is not generally recommended that buses carry spare tires, tire troubles en route will be among the problems solved by use of the service truck. The head mechanic or transportation supervisor will also find this vehicle useful in making trips to secure parts and supplies.

Centralized service garage facilities meet the needs of the vast majority of school systems in New York State. For this reason the complete mobile shops used by county systems in some other parts of the country are not suggested for this State. The time of the mechanic is used to much better advantage if the bus is brought to the garage for attention.

Wreckers or tow trucks are not recommended as school-owned equipment under ordinary circumstances. In many cases disabled buses may quickly be restored to operating condition by a mechanic using the service truck. Where this cannot be done or where the bus is stuck in mud or snow, another bus can be used for towing. On the rare occasions where a wrecker is needed, it may be rented more economically than provided on a district-owned basis.

E. Records and Cost Analysis

The system of maintenance records must be tailored to the requirements of the particular transportation system involved. The number of reports and records needed will depend upon the size of the program and the number of persons concerned with its operation. Suitable records for one district may be entirely inadequate for a larger operation or excessive in a smaller district.

The keeping of any record should be justified by the use made of it. No record should be kept which does not contribute directly or indirectly to the efficient business management of the pupil transportation system. It is believed that the following information will be of value in any situation:

1. The condition of the buses.

2. The repairs and service performed.

3. The parts and labor used.

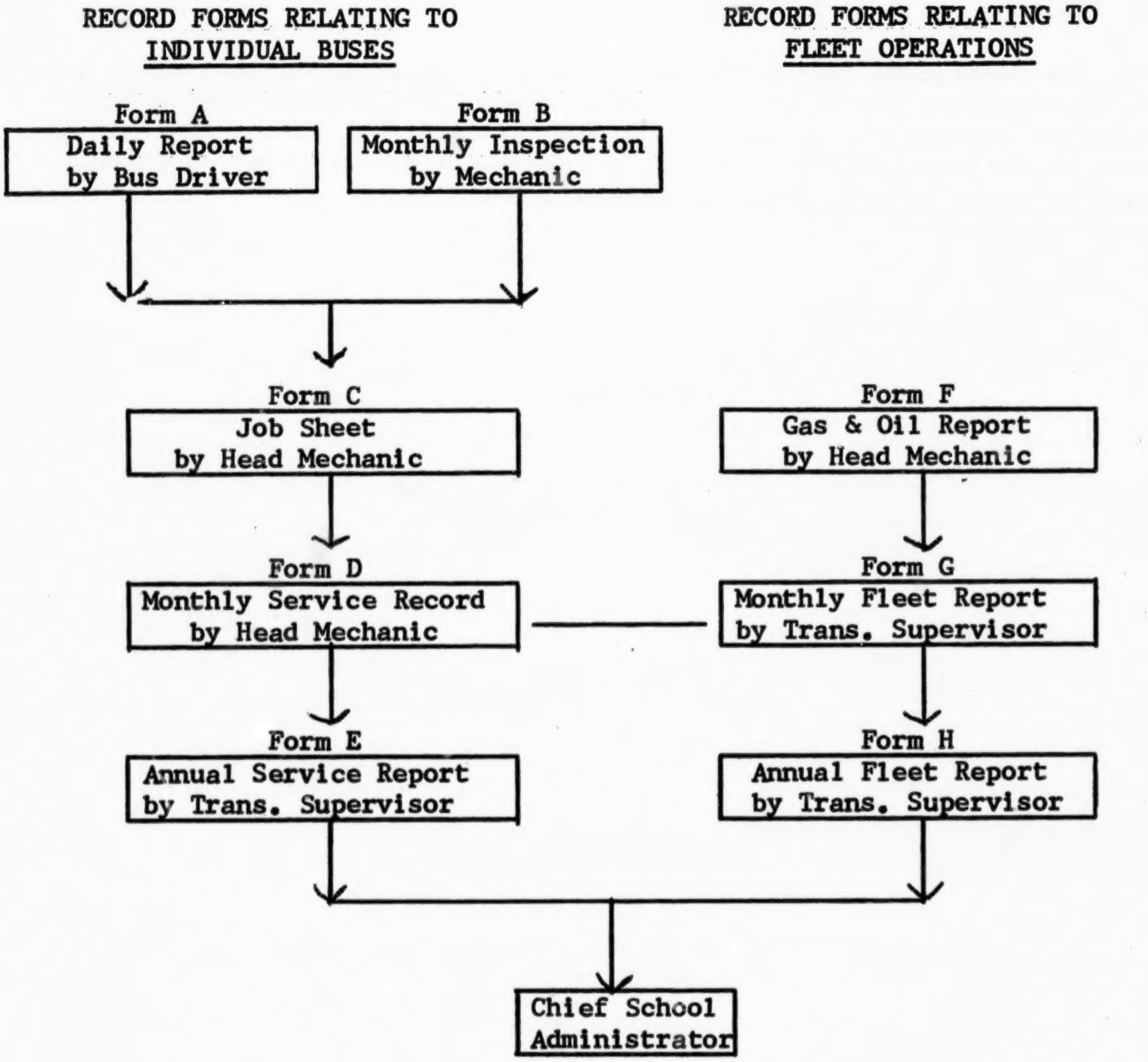
4. The cost of each bus.

5. The cost of the fleet of buses.

The program of garage service records outlined in Exhibit VIII, page 70, is suggested for use in a district where the staff includes a transportation supervisor, a head mechanic, and one or more mechanics. The forms themselves (Exhibits IX-XVI, pages 71-80) may be easily adapted to meet the needs of most other districts as well.

EXHIBIT VIII

BUS SERVICE GARAGE RECORDS


RECORD FORMS RELATING TO INDIVIDUAL BUSES
RECORD FORMS RELATING TO FLEET OPERATIONS
Form A
Daily Report by Bus Driver
Form B
Monthly Inspection by Mechanic
Form C
Job Sheet by Head Mechanic
Form F
Gas & Oil Report by Head Mechanic
Form D
Monthly Service Record by Head Mechanic
Form G
Monthly Fleet Report by Trans. Supervisor
Form E
Annual Service Report by Trans. Supervisor
Form H
Annual Fleet Report by Trans. Supervisor
Chief School Administrator

Key:

1. The letters correspond to those used to identify the forms illustrated in the pages which follow.
2. The title of each form is stated on the first line in the boxes.
3. The staff member responsible for the preparation of each record is identified on the second line in each box.
4. The solid lines and arrows indicate the use made of each record. They also indicate to whom each report is transmitted.

EXHIBIT IX

FORM A

BUS DRIVER'S DAILY REPORT

Check one: ☐ morning, ☐ emergency Date ______________

Driver ______________________________ Gal.Gas ______ Qt. Oil ________

Bus No. ____________________________ Speedometer Reading ______________
(End of trip)

Accessories ____

Cooling System ______________

Ignition ______________

Fuel System ______________

Motor ______________

Lights and Signal Devices______

Wheels and Steering __________

Brakes ______________

Comments:
It is suggested that the Bus Driver's Daily Report (Form A) be duplicated on 5" x 8" stock and that a supply be carried on each bus at all times. Any items to which the driver wishes to call attention may be checked and a note of explanation placed on the reverse side. The Daily Report should be turned in by the driver to the head mechanic at the end of the morning trip, or in cases of emergency at the end of the afternoon or other trip.

Tires____

Other____

Road Hazards____

Signed ______________________________
(Bus Driver)

EXHIBIT X

FORM B

SCHOOL BUS PREVENTIVE MAINTENANCE

MONTHLY (1000 MILE) INSPECTION

Bus No. ______________ Driver ______________________________

Date of Inspection______________ Speedometer Reading ______________

-FRONT END-	IF O.K. CHECK	IF NOT O.K., WERE REPAIRS MADE? DATE OF REPAIRS?	REMARKS
Spindles and wheel alignment			
Tie rod and drag links			
Front Springs, Clamps, and Shackles			
Steering mechanism tight to Chassis			
-BRAKES-			
Service brakes			
Parking brakes			
Pedal pressure and clearance			
Brake equalization			
-TIRES-			
Front tires: right and left			
Rear tires: right and left			
Tires properly inflated			
-MOTOR-			
General condition			
Motor supports: front and rear			
Oil and air filters			
Fuel and water pumps			
Manifold and exhaust line			
Fan belt			
Alternator/generator and distributor			
Battery and starter			

(Form continued on next page)

FORM B (Continued)

MONTHLY (1000 MILE) INSPECTION

-BODY-	IF O.K. CHECK	IF NOT O.K., WERE REPAIRS MADE? DATE OF REPAIRS?	REMARKS
General Condition			
Entrance door and step			
Emergency door			
Door controls: Front and rear			
Glass, windows, windshield			
Upholstery			
Seats tight to floor			
Rearview mirror			
Windshield wipers			
Stop signal devices			
-CLUTCH TRANSMISSION-			
Pedal release and clearance			
Univ. joints and D.S. Bearings			
-REAR AXLE-			
Rear springs, clamps and shackles			
Rear wheels tight			
-GENERAL-			
Radiator and grille			
Fenders, cowl and bumpers			
Gas tank and fuel line			
Dash instruments			
Lights			
Horn			
Lubrication			
Cleanliness, interior of body			

Was road test made by mechanic? Yes _____ No _____

Note: If not equipped with oil filters, change motor oil. If so equipped, change of oil is required less frequently.

Signed ______________________________
MECHANIC

EXHIBIT XI

FORM C

JOB SHEET AND GARAGE SERVICE RECORD

Bus No. ______ Driver ______________________ Make ____________

Date __________ Speedometer Reading ___________ Model Year __________

Instructions and labor	No. Hours	Rate	Cost

Total labor $______________

Quan.	Part No.	Parts Used	Price	Cost

Total parts, tires and accessories $______________

Quan.	Description	Price	Cost
	Qts. oil		
	Lbs. grease		

Total oil and grease $______________

Total Job costs $______________

Signed ________________________________

Head Mechanic

Comments:

The Job Sheet (Form C) is a record of original entry which serves two purposes. First, it is used by the head mechanic in specifying the work to be performed on a given bus. His instructions in this regard would normally be based on information secured from the Bus Driver's Daily Report (Form A) and from the report of the Monthly Inspection (Form B). A second function of the Job Sheet is to provide a record of maintenance and supply costs.

It is recommended that minor parts such as washers and cotter pins not be indicated on job sheets. The cost of such supplies may be prorated among all buses at the end of the year. It is further suggested that the cost of brief period of labor, e.g., less than one-half hour, be prorated on an annual basis. The Job Sheets for each bus provide the information needed for the Monthly Service Record (Form D).

EXHIBIT XII
FORM D - MONTHLY SERVICE RECORD
(Individual Bus)

Bus No. ____ Driver(s) ____________ Make ________
Month of ____________ Year ____________ Model Year ________

Date	Speedometer Reading	GAS		OIL		GREASE		Parts, Anti-freeze, Chains & Miscellaneous	LABOR		Tires & Tubes		TOTAL COST
		Gals	Cost	Qts	Cost	Lbs	Cost	Cost	Hrs	Cost	Item	Cost	

TOTAL

Mileage reading last day of this month ________
Mileage reading last day of previous month ________
Mileage for this month ________
Average miles (a) per gal. of gas ________
(b) per qt. of oil ________

Signed ____________
Head Mechanic

Comments:

The Monthly Service Record, Form D, provides a summary of maintenance service and costs for individual buses. The source of information for this record is the Job Sheet (Form C). As each Job Sheet is completed the totals should be posted on the Monthly Service Record of the respective bus.

The speedometer mileage reading should be taken following the final trip on the last day of each month. Subtracting the reading for the previous month provides the mileage for the month covered by the report. The average number of miles per gallon of gas may be determined by dividing the mileage by the gallons used.

The Monthly Service Record provides the information necessary for the Annual Service Record (Form E) for each bus, as well as for the Monthly Fleet Report (Form G).

EXHIBIT XIII
FORM E

ANNUAL SERVICE RECORD
(Individual Bus)

Bus No. ________ Driver(s) ____________________ Make ________
School Year 19__ - 19__ Model Year ________

Month	Mile-age of bus	Gasoline			Oil		Grease		Parts Anti-freeze Chains & Misc.	Labor		Tires & Tubes	Total Cost
		Gals	Cost	Miles per Gal.	Qts.	Cost	Lbs	Cost	Cost	Hrs	Cost	Cost	
*													
TOTALS													

Average miles (a) per gal. of gas ________
(b) per qt. of oil ________

Signed ______________________
Transportation Supervisor

*This line may be used for prorated share of annual cost of small items and labor not charged on job sheets.

Comments:

The Annual Service Record (Form E) provides a summary of maintenance service and costs of individual buses on a yearly basis. The information is secured by recording the totals from each Monthly Service Record (Form D). The monthly totals thus recorded are added to provide data on the year's operation of each bus. These data may be used on Form L, Cumulative Cost Data, in connection with cost accounting. (See Exhibit XXII, Chapter XI)

The Annual Service Record is normally prepared by the transportation supervisor and transmitted to the chief school administrator. A copy is usually retained in the bus garage files.

EXHIBIT XIV
FORM F
GAS AND OIL REPORT

Month ____________ Year ________

Date	Bus No.		Bus No.		Bus No.		Bus No.		Bus No.		Bus No.		Bus No.		Total Fleet	
	Gas	Oil	Gas	Oil	Gas	Oil	Gas	Oil	Gas	Oil	Gas	Oil	Gas	Oil	Gas	Oil
Total Gas		X		X		X		X		X		X		X		X
Total Oil	X		X		X		X		X		X		X		X	
Driver's Signature																

	Gas (Gals)	Oil (Qts)
Item 1 Supply on hand beginning month plus		
Item 2 Received during month equals		
Item 3 Total to account for equals		
Item 4 Issued to buses plus		
Item 5 Used for other purposes plus		
Item 6 Balance on hand end of month plus or minus		
Item 7 Variations — Short		
Over		

Signed ______________________ Head Mechanic

EXHIBIT XIV
FORM F
GAS AND OIL REPORT (Continued)

Comments:

The Monthly Gas and Oil Report provides a means of accounting for the use of the gas and oil purchased by a school district. This is a record of original entry for all gasoline and oil consumed. It is possible that several sheets would be required to maintain a month's record for a large sized fleet.

Item 1	215 gallons	on hand	Item 5	10 gallons	for other purposes
Item 2	500 gallons	received	Item 6	242 gallons	balance on hand
Item 3	715 gallons	to account for	Item 7	3 gallons	short
Item 4	460 gallons	to buses			

Reasonable variations, such as the illustrated shrinkage of 3 gallons in a month's operation, are not to be considered a cause for concern. The correctness of deliveries and the use has been essentially verified.

EXHIBIT XV
FORM G

MONTHLY FLEET REPORT

Month of ________________ Year ______

Bus Number	Driver	Bus Mileage	Driver's Salary	Gas		Oil		Grease		Parts	Labor		Tires & Tubes	Total Cost
				Gals	Cost	Qts	Cost	Lbs	Cost	Cost	Hrs	Cost	Cost	
TOTALS														

Comments:

The Monthly Fleet Report (Form G) summarizes for the fleet the data provided on the Monthly Service Record for individual buses, and the information is secured from this source. The Monthly Fleet Report is normally prepared by the Transportation Supervisor, who transmits one copy to the chief school administrator. An additional copy is usually retained in the bus garage files.

Signed________________________Transp. Supervisor

EXHIBIT XVI

FORM H

ANNUAL FLEET REPORT

School Year________

Month	Gas		Oil		Grease		Parts	Labor		Tires & Tubes	Total Cost
	Gals	Cost	Qts	Cost	Lbs	Cost	Cost	Hrs	Cost	Cost	
*											
TOTALS											

Comments:

1. The Annual Fleet Report (Form H) provides a summary of maintenance service and costs for the bus fleet on an annual basis. The information is secured by recording the totals from each Monthly Fleet Report (Form G). The monthly totals thus recorded are added to provide data on the year's operation of the fleet.
2. The Annual Fleet Report is normally prepared by the transportation supervisor, who transmits a copy to the chief school administrator. An additional copy is usually retained in the bus garage files.
3. The information provided on this form supplies the experience data for budget purposes.

Signed ________________________
Transportation Supervisor

* This line may be used for indicating the annual total of small items and labor not charged on Job Sheets and Garage Service Record, Form C.

CHAPTER IX

HEALTH AND SAFETY

A. Health Factors

1. School officials must recognize and assume responsibility for all aspects of transportation which affect the health of pupils. Cleanliness is an important factor. The interior of the bus should be kept in a clean and sanitary condition at all times. This will require daily sweeping plus periodic mopping and washing of interior surfaces. A clean bus provides healthful surroundings and promotes pupil pride in the vehicle and the school. To a surprising degree, schools are judged by the appearance of the buses which service them.

2. A second health factor is the heating and ventilation of the bus. Modern vehicles are well designed to provide protection from severe weather. New York State requirements call for a heating capacity "to provide a 50-degree inside temperature with a zero outside temperature."[1] Drivers are responsible for proper ventilation and temperature control at all times. It is particularly important to avoid overheating while children are wearing heavy clothing in wintertime. By suitably preheating buses before each trip, and even inside temperature can be maintained over the entire route.

3. As bus schedules often require transported pupils to leave home at an early hour, these children may have nutritional needs not common to those who walk. The operation of buses on a regular schedule enables families to plan accordingly. School administrators should also this problem in mind when planning school lunch schedules. This is particularly important in the case of very young children.

B. Seating

The suitability of seating arrangements has implications for both health and safety. In recognition of this fact, state regulations call for a minimum seat width of 13" per pupil.[2] Regulations of the Public Service Commission also provide that the number of standing passengers be dependent upon the width of the aisle. While standing passengers are permitted on this limited basis, it is strongly recommended that every effort be made to provide a seat for each pupil. Children standing in the aisle are much more likely to be injured by falls than are those who have seats. Crowded conditions also tend to increase the rapidity with which virus infections, skin diseases and the like are transmitted from one child to another. The adequacy of seating also has a bearing on fatigue which makes the individual more accident prone.

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[1] Regulations of the Commissioner of Education, Sec. 160.

[2] Regulations of the Commissioner of Education, Sec. 160.

C. Travel Time

Those planning routes and instructional schedules should take cognizance of the fact that the school day starts when pupils enter the bus in the morning and ends when they leave the bus in the afternoon. The time spent in travel added to that required by the instructional program, should not result in a day of such length that the child's health is adversely affected. The time spent in walking to and from the bus stop should also be considered.

It is desirable that one hour be recognized as a standard of maximum riding time for the morning and for the afternoon trips. Such a standard adds as much as two hours to the school day and is suggested only as a maximum. Shorter riding schedules are desirable wherever possible. The amount of riding time should be considered as a part of the total school day in its relation to health.

D. Walking Conditions to Bus Stops

Health and safety considerations are important in establishing a policy for walking distance to bus stops. Heavy traffic, severe winters and the presence of rivers and precipitous slopes are among the hazards which increase the desirability of a short walking distance. The safety instruction of the child should stress the importance of walking at the left side of the road facing traffic.

In the case of children living on side roads, it is desirable that the maximum walking distance to bus stops be less than that expected of children who walk directly to school. Such a provision in the transportation policy compensates for the time these children spend at bus stops and on the buses themselves.

Shelters at bus stops are not usually recommended. Experience has indicated that the buildings provided as shelters are both unnecessary and unsatisfactory in many ways. Assuming the buses adhere to a well planned schedule, there is no need of children spending much time in waiting at bus stops. Where shelters have been provided, children have generally made little legitimate use of them. The buildings have, however, aroused their climbing instincts with accidents resulting all too frequently. The problems of cleanliness, upkeep, and supervision have been continuous and relatively insolvable. An additional objectionable feature of shelters is the fact that vagrants and others may use them for purposes for which they were not intended. Finally, it should be noted that the usual location of shelters on property not owned by the school raises a difficult question of liability.

E. Conduct and Safety

Good pupil conduct contributes to safety. It helps to prevent accidents which may result from the distraction of the driver. It also reduces the number of accidents in which pupils injure themselves or each other. The pupil who has been successfully trained in the ways of good bus conduct will observe the following:

1. He enters or leaves the bus only when the door is fully opened.
2. He takes his turn and avoids pushing upon entering or leaving the bus.
3. He takes his seat promptly and remains in it until the bus arrives at his stop.
4. He keeps his feet under the seat.
5. He keeps his hands off the persons and property of other children.
6. He keeps his books, lunch box, etc. out of the aisle.
7. He avoids loud, boisterous talk and other noises which might distract the driver.
8. His conversation is gentlemanly.
9. He never tampers with the emergency door.
10. He conscientiously observes all rules and responds promptly to the driver's instructions.

The child's conduct on the bus is only one aspect of his general citizenship pattern as conditioned by the home, the school and the community. Parents, teachers and others may contribute directly and indirectly to the acceptability of his conduct on the bus. The school administrator is generally in the best position to marshal the various groups, including parents, teachers, student leaders and drivers, so that their influence may be most effective in securing acceptable pupil conduct. Where poor conduct exists, experience indicates that accidents may result from fighting, tripping, pushing, throwing objects and distracting the driver by loud noise and boisterousness.

F. School Bus Safety Patrols

1. The school bus safety patrol is the usual designation of any student group organized for the purpose of assisting with the pupil transportation program. While the school bus safety patrol has been

helpful in many school transportation systems, it should be emphasized here that the members do not assume any part of the driver's responsibility. They act only in the capacity of advisors and assistants under the immediate direction of the driver. Properly organized, such a group can help in a variety of ways including the following:

a. Assist with loading and unloading at school.

b. Assist the driver in checking attendance.

c. Call attention to hazardous conditions and actions.

d. Set a good example of conduct.

e. Lead singing or any acceptable activity.

f. Discourage swearing and obscene language.

g. Observe and report unusual occurrences including injuries to pupils on the bus.

h. Help little children with their problems, such as lost articles of clothing.

i. Serve as a channel of communication between the administrator and the pupils and vice versa.

j. Assist with the conduct of erergency drills.

k. Act in an advisory capacity to the drivers and administrator.

2. The school bus safety patrol generally consists of two responsible, older students for each bus load. Preferably, they are among the first to board the bus en route to school and among the last to leave on the return trip. It is well to assign one patrol member to the front part of the bus and the other to the rear near the exit door. Selection of the bus patrol may be on the basis of appointment by the administrator or recommendation of the drivers, or by means of election by the pupils from among those who meet the qualifications determined by school authorities.

3. The participation of pupils in planning and operating a safety program can be of great help in making the program effective. The school bus safety patrol is one method of providing such participation. The fact that the driver is responsible for both operating the bus and supervising children seated behind him makes the enforcement of rules on a strictly authoritarian basis difficult to say the least. Patrol members should never discipline children for misbehavior and should never take the responsibility for guiding children across the road. It should also be emphasized that such patrols do not operate outside of the bus except on school grounds.

G. Driving Practices

1. Safe driving requires that the driver observe the following practices at all times:

a. Keep to the right of the center line of the highway.

b. Pass overtaken vehicles on the left, but only after sounding the horn and only when the road ahead is clear enough to permit getting back to the right with a wide margin for safety.

c. Never attempt to pass an overtaken vehicle at an intersection, on a curve or approaching the crown on a hill.

d. At intersections, be prepared to stop if a vehicle on an intersecting road is moving into the intersection. Do not try to take the right of way.

e. Keep far enough back of the vehicle ahead to allow a safe braking distance in the event that the other vehicle makes a sudden stop. Sudden stops should also be avoided by the school bus so as to prevent a collision by a following vehicle. Standees are particularly vulnerable in panic stops.

f. Signal before making a turn, and further insure safety by looking to see whether a vehicle is approaching from the rear. Do not pull out from the curb until observing that all is clear.

g. Always keep both hands on the steering wheel and keep eyes on the road ahead while driving. Look behind before backing. Reduce backing to a minimum, and always have a responsible guide.

h. Always stop before crossing railroad tracks. After carefully looking in both directions and listening, proceed only if it is safe beyond any possible doubt, and then proceed in low gear; do not shift gears until all tracks have been cleared.

i. Do not operate the bus with the clutch disengaged except when coming to a stop.

j. See that no pupil is allowed to occupy any position that will interfere with the vision of the driver or his driving.

k. Always make a complete stop at highway intersections protected by "STOP" signs, and exercise the utmost care before proceeding.

l. Do not leave the bus without first stopping the motor and setting the brakes.

m. Never leave the bus as long as there are pupils in it.

n. In case of accident or breakdown, if absolutely necessary, dispatch an older boy for help.

o. Keep the doors closed at all times when the bus is in motion.

p. Do not back the bus on school grounds, or at loading or unloading stops, without proper signals from another responsible adult.

q. Never operate a school bus after drinking an alcoholic beverage.

r. Do not allow the gas tanks to be filled while pupils are in the bus.

s. Maintain the fire extinguisher and first aid equipment in first class condition and be familiar with the use of such equipment.

t. Fill the gas tank completely before each trip in the winter months, thus maintaining the greates possible fuel supply in case of emergency.

2. Speed

The Vehicle and Traffic Law specifies a maximum speed limit of 50 miles an hour. However, 35 miles per hour is recommended. Other speed restrictions are imposed by cities and villages and by the State Traffic Commission in populated areas and elsewhere as conditions warrant. School bus drivers should conscientiously observe such regulations at all times and should also operate at speeds which are reasonable in terms of prevailing road, traffic, and weather conditions. Speed should be reduced at curves, blind crossings, crests of hills, in fog, or wherever the view is curtailed, ao as to be able to stop within the distance of clear vision.

3. Courtesy

The school bus driver should at all times be considerate and courteous to the motoring public. He avoids stopping suddenly and always gives reasonable warning before stopping. He lets the motorists pass rather than hold them up until the bus gets to the next stop. The driver does not stop his bus in the center of the road so as to prevent other vehicles from passing, and he signals motorists to pass when it is safe for them to do so. By those and other acts of courtesy, the driver helps to maintain good relations with the motoring public. When such relations prevail, the chance of rash and petulant acts endangering the children is greatly reduced. As the teacher in the classroom needs to exemplify courtesy at all times, so the bus driver should be consistently courteous to motorists. By his example he is teaching in a most effective way the 55 children, more or less, who ride with him.

H. Bus Stops

1. The school bus passing law was first enacted in 1946 to safeguard pupils who must cross highways in getting to and from school buses. The original law has been amended on the basis of experience, and Title VII, Article 29, Section 1174 of the Vehicle and Traffic Law now reads as follows:

"The driver of a vehicle upon a highway outside of the City of New York meeting or overtaking from either direction any school bus marked and equipped as provided in subdivision 20 of Section 375 of this chapter which has stopped on the highway for the purpose of receiving or discharging children shall stop the vehicle before reaching such school bus when there is in operation on said school bus a visual signal as specified in subdivision 20, Section 375 of this chapter and said driver shall not proceed until such school bus resumes motion, or until signaled by the driver or a police officer to proceed.

"The driver of such school bus, when discharging pupils who must cross the highway shall instruct such pupils to cross in from of the bus and the driver thereof shall keep such school bus halted with red singal lights flashing until such pupils have reached the opposite side of the highway."

It should be noted that this section applies to divided highways as well as to all other types. In fact, there are no exceptions under the law.

2. Observance by the driver of the following practices will facilitate compliance with the school bus passing law and otherwise safeguard children at loading stations:

a. The driver shall give ample warning before stopping by the timely application of the service brakes which actuate two amber flashing lights over the windshield in front and two red flashing lights at the belt line in the rear.

b. After stopping, the driver shall not open the door of the school bus until he observes that the road is clear and that no danger exists. He may, however, "crack" the door sufficiently to actuate the flashing red signal lights, after he has come to a complete stop.

c. The driver shall see that each pupil who must cross the highway does not do so until the driver has given the signal. He should take particular care to insure that pupils are not stranded on "islands" in the case of divided highways. After the pupil has received the signal to cross the highway the pupil should be constantly alert to the traffic situation. It cannot be too strongly emphasized that each child is his own best protector.

d. Pupils crossing the highway shall pass in front of the school bus and at least ten to twelve feet ahead of it. Care must be taken to make sure that these pupils do not step out on the road beyond a point protected by the bus until the school bus driver gives the signal for them to cross the highway.

e. The bus driver shall carefully observe the number of pupils getting off the bus, and account for the safety of all these pupils before proceeding with the bus. This is of the utmost importance when pupils must cross the road.

3. At bus stops it is most important that drivers take special precautions to safeguard children who are crying or showing other signs of emotional upset. When the bus door is open such children may make a dash for home. The danger is particularly great on the first day of school in the fall. It is not confined to that day of the year, however, and drivers should be continually on the alert for such cases. The following suggestions are offered as helpful in reducing the hazards from this source. The chief school administrator should:

a. Instruct bus drivers as to the dangers resulting from emotional upset.

b. Instruct drivers to keep the bus service door closed until provision has been made for the safety of emotionally upset children who are in need of special attention.

c. Encourage teachers to identify for drivers those children who are in need of special attention.

d. Encourage parents of new pupils to meet the bus after school for the first few day at least.

4. The use of drive-off places on heavily travelled thoroughfares may safeguard children as well as facilitate the flow of traffic. This is particularly true on multiple lane highways where buses can be routed to discharge children on their own side of the road. This can be accomplished by traveling in both directions on the highway, if necessary. Section 3635 of the Education Law reads as follows:

"For the purpose of affording the greatest possible protection to school children, drive-off places on public highways may be designated by the appropriate board of education or district superintendent to permit school buses to be driven off the highway to receive or discharge school children, and the state or municipality having jurisdiction of such highway is authorized to provide construction and maintenance of such designated drive-offs."

Where the drive-off places provided by this section are used, the bus is stopped off the highway and the school bus passing law does not apply, providing flashing red lights are not in use. Thus children who must cross the road without protection should not be discharged at such drive-off stations.

I. Emergency Evacuation Drills

Section 3623 of the Education Law provides in part as follows:

"The Commissioner shall also establish and provide for the enforcement of rules and regulations requiring emergency drills to be conducted on all school buses. A minimum of three such emergency drills shall be had on each school bus during the school year, the first to be conducted during the first week of the fall term."

The purposes of the law are evident from the terms of the Regulations of the Commissioner applicable thereto. Section 163, subdivision 8 reads as follows:

"Emergency drills on school buses

a. The emergency drills on school buses required by section 3623 of the Education Law shall include practice and instruction in the location, use and operation of the emergency door, fire extinguishers, ax, first-aid equipment and windows as a means of escape in case of fire or accident. They shall include emergency situations which might result from both fire and accidents. Such instruction and the conduct of the drills shall be given by a member or members of the teaching staff.

b. A minimum of three such emergency drills shall be held on each school bus during the school tear, the first to be conducted during the first week of the fall term, the second prior to January 1st and the third prior to May 1st.

c. No emergency drills shall be conducted when buses are on routes.

d. The school authorities shall certify on the annual report to the State Education Department that their district has complied with these regulations."

e. It is general practice that the chief school administrator assume the duty of seeing that emergency drills are properly conducted.

J. Accidents

1. Procedures for drivers.

In spite of all precautions, the possibility of accidents cannot be entirely eliminated. Drivers should be trained so that, if and when accidents do occur, they know how to meet the emergency. The following procedures are suggested to drivers:

a. Stop and turn off the ignition.

b. Keep calm, and never lose your temper. Do not argue or try to place the blame for the accident.

c. Set out flares at once. (Reflectors are acceptable.)

d. Make pupils as safe and comfortable as possible, moving them to a safe and comfortable location if necessary.

e. Under no condition allow children to proceed home by begging rides or walking long distances.

f. If necessary, send a responsible male pupil for the type of help needed.

g. Notify school officials and the state, county, or local police.

h. Get license number and other pertinent information about all vehicles involved.

i. Get the names and addresses of all persons involved in the accident and of all witnesses.

In accidents involving injury the following procedures should be observed:

a. Do not move injured persons unless absolutely necessary and then only when the extent of the injury has been determined and such movement is deemed safe.

b. Keep onlookers away from the injured.

c. Keep injured persons lying down to prevent fainting and shock.

d. Give first attention to persons who appear to have stopped breathingor who are bleeding excessively.

e. Keep the patient warm, make him comfortable and promote his ease of mind in any way possible.

f. Send a responsible person to call a physician or ambulance, giving information concerning location of the accident and the injured person, the nature and possible extent of injuries, the supplies available at the scene of the accident, and what first aid is being given.

g. Avoid allowing the patient to see his own injury.

2. First Aid

The Commissioner's Regulations[1] provide that, "One standard 24-unit first-aid kit (or equivalent) shall be mounted in an easily accessible position at the front of the bus. It shall include a metal case so mounted as to permit removal from the bus in case of emergency." The 24-unit first-aid kit is made up as follows:

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[1] Regulations of the Commissioner of Education, Section 160.

Quantity	Product	No. Per Pkg.
1 pkg.	1" Adhesive Compress, Waterproof	24
1 pkg.	2" x 2" Sterile Pads	25
4 pkgs.	Bandages 1½ x 10 yards	1
3 pkgs.	Bandages 3" x 10 yards	1
2 pkgs.	Triangular Bandage 40" (with two safety pins)	1
4 pkgs.	Eye Dressing Packet--1 unit size	1
1 roll	2" x 5 yards Adhesive	1
1 pkg.	Ammonia Inhalants (ampules)	12
1 bottle	Antiseptic, with applicator	
1 pkg.	Scissors and Forceps	1 each
2 pkgs.	Bass Wood Splints	1
2 tubes	Burn Jelly--1 oz. tubes	
1 pkg.	1 oz. Cotton	1

The following recommendations relative to first aid are suggested:

a. First-aid equipment should be inspected regularly by the school nurse or other qualified person.

b. Materials should be replaced periodically.

c. Every school bus first-aid kit should include the Red Cross Handbook.

d. Drivers should take a Red Cross course in first-aid. They should be thoroughly familiar with the content of the Red Cross Handbook and should know how to use the equipment of the first-aid kit.

e. Drivers should have a review of first-aid procedures every school semester by school physician, school nurse or qualified Red Cross first aid instructor.

f. Older pupils should be instructed as to the location of the first-aid kit.

3. Reporting accidents

a. Local reports

The Vehicle and Traffic Law (Article 22, Section 600) requires that the driver of any vehicle involved in an accident resulting in property damage shall stop, exhibit his license and give his name, residence and license number to the party sustaining the damage or shall report to a police or judicial officer. The subdivision further provides that in case of any personal injury, the driver must report the accident to the nearest available police or judicial officer as soon as possible. Article 22, Section 601 provides that the driver of a vehicle injuring any horse, dog or animal classified as cattle shall stop and endeavor to locate and report to the owner or to a police or judicial officer of the vicinity.

b. Reports to the Commissioner of Motor Vehicles

The Vehicle and Traffic Law (Article 22, Section 605) requires the driver of any vehicle involved in an accident in which a person is killed or injured, or in which damage to the property of any one person exceeds $100, to report in writing to the Commissioner of Motor Vehicles within 48 hours after such accident. Copies of the form used for this purpose may be secured upon request from the Department of Motor Vehicles, 504 Central Avenue, Albany, New York 12206. It is advisable to have a supply of these forms on hand in the transportation files.

c. Reports to the Public Service Commission

Accidents involving mechanical failure, personal injury, or death must be reported to the Public Service Commission. Instructions concerning this reporting requirement and copies of the form used for the purpose may be secured from the Public Service Commission at 55 Elk Street, Albany, New York 12225.

d. Reports to the State Education Department

Drivers of school conveyances involved in accidents (regardless of the seriousness of the accident or whether any children or other persons are injured) must make out and file TWO copies of the accident report with the superintendent of schools. The superintendent must, in turn, file one copy with the Division of Educational Management Services of the State Education Department. Copies of the form used for the report should be available in the transportation files.

A detailed description of accident reporting requirements has been given on the preceding pages. The following list presents a summary of required accident reports:

REQUIRED ACCIDENT REPORTS

Type of Accident:	Reported to:
A. Minor property damage only (under $100)	1. Owner or police officer 2. State Education Department
B. Injury to horse, dog or cattle	1. Owner or police officer 2. State Education Department

C. Property damage over $100	1. Owner or police officer 2. Commissioner of Motor Vehicles 3. State Education Department
D. Personal injury or death	1. Injured party and police officer 2. Commissioner of Motor Vehicles 3. Public Service Commission 4. State Education Department
E. Mechanical failure	1. Public Service Commission 2. State Education Department 3. Owner or police officer

Note: In addition to the above, all accidents should be promptly reported to an authorized agent of the liability insurance carrier, as failure to do so may jeopardize the protection afforded.

4. Safety Citations

The Safety Citation Program was adopted by the New York State Association of District Superintendents and became effective July 1, 1949. The program provides for the recognition of those supervisory districts which operate their transportation facilities for a year without an accident resulting in personal injury requiring professional medical attention. The citation takes the form of an article published each year in the September issue of the "School Business Management News" listing the qualifying supervisory districts with the names of the district superintendents. The citation program is a positive approach to accident prevention in that it recognizes success in accident-free operation.

It is suggested that local school officials, both in supervisory and other districts, develop plans for the local recognition of accident-free operation. Such plans might include appropriate forms of recognition on the basis of school districts, buildings, or individual buses.

5. Caution

The safety program itself should exemplify the very best safety principles and practices. An accident during an emergency drill can do much to negate the value of such an activity. For example, the Commissioner's Regulations governing the conduct of emergency drills on school buses calls for, ". . . practice and instruction in the location, use and operation of emergency doors, fire extinguishers, ax, first aid equipment and windows as means of escape in case of fire or accident." A judicious handling of such drills would include practice in the use of emergency doors, but would call for instruction and demonstration only in the use of ax, first aid equipment and escape through windows. The exercise of judgment is a prime responsibility of school administrators.

CHAPTER X

SPECIAL SERVICES

A. Transportation of Handicapped Children

1. Some physically handicapped children[1] are unable to profit fully from attendance at regular schools. The same may be said of many children with retarded mental development. In both cases transportation to special schools or to special classes may be required if the handicapped children are to achieve a maximum development of their potentialities. In another type of case, children who might profit from attendance at regular classes have handicaps which make it impossible for them to walk to school. Special transportation service may also be necessary for those not able to ride on standard buses. Arrangements for the provision of transportation for handicapped children may be initiated either by the school district officials or by the family court.

2. School officials desiring to provide transportation for physically handicapped children are advised to refer to Sections 4403 and 4405 of the Education Law, State Aid for Education in New York State, which is published by the State Education Department, and Section 160 of the Regulations of the Commissioner of Education.

3. School officials desiring to provide transportation for mentally retarded children are advised to refer to State Aid for Education in New York State and Section 4406 of the Education Law.

4. The judge of a family court has the power to issue orders providing for transportation and other special services for physically handicapped children. Specific information regarding such arrangements and the amount of state reimbursement available may be found in Section 4403 of the Education Law.

B. Transportation of Nonresident Pupils

A large number of pupils in New York State attend school outside the district of residence. Due to this situation, certain information concerning these pupils will be of interest to both the sending and the receiving district. There are several reasons for this inter-district transportation. Some districts do not operate schools and may contract for instruction and transportation under Section 2021, subdivision 19, of the Education Law. This section provides in part, that the voters shall have power "to provide...for the conveyance of pupils...to the elementary or high schools, or both...in any city or district with which an education contract shall have been made..." Under this same section any common, union free, or central district may elect to send part of its students elsewhere under contract.

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[1] Section 4401 of the Education Law defines a "Physically handicapped child."

C. Special Trips

Teachers and school officials are becoming increasingly aware of the values derived from the use of school transportation for learning experiences away from the school building. With adequate planning, leadership, and follow-up, special trips by school bus can make an important contribution to the educational program.

One type of special trip, commonly known as the "field trip," directly contributes to the understanding and appreciation of subject matter being studied in the classroom. Below are some illustrations of such trips listed with the subjects to which they might logically relate.

English	- newspaper plant, radio station
Citizenship Ed.	- court in session, museum
Science	- weather station, powerhouse
Mathematics	- bank, stock exchange
Agriculture	- experimental station
Homemaking	- bakery, department store
Elementary Grades	- zoo, train ride
Art	- art exhibit
Industrial Arts	- factory, print shop

A second type of special trip is that involved in the activity program. Interscholastic events could scarcely be held without transportation. Many other activities are dependent to a greater or lesser degree upon special trips. Listed below are illustrations of trips which might be involved in an activity program:

School newspaper	- press conference
Boys' athletics	- league game
Girls' athletics	- play day
Musical organization	- sectional festival
Public speaking	- price speaking contest
Citizenship club	- model congress
Student council	- conference on student government
Dramatic club	- exchange of plays
Future teachers club	- teachers college activities

Rules must be established by the board of education to govern the conduct of special trips.[1] These should state the policies that will prevail with respect to at least the following questions:

1. What approval is necessary for special trips?

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[1] Regulations of the Commissioner of Education, Section 162, subdivision 4.

2. What planning is expected?

3. What teacher supervision is required?

4. Are there limitations as to the number and distance of trips?

5. How is parental permission to be secured?

6. Shall a report of the trip be made? To whom?

7. What records shall be kept? By whom?

Exhibit XVIII, p.103, suggests a system for the authorization of special trips. It also provides for reporting on such trips by drivers. The total mileage traveled in transporting pupils in connection with special trip activities is useful in analyzing the cost of the district's transportation program and must be reported on the "Worksheet for Determining Approved Transportation Expense." In computing state aid for transportation, it should be noted that the cost of these trips is subtracted from the total transportation cost.

D. Transportation to Nonpublic Schools

Transportation to nonpublic schools (private or parochial) must be provided except that it need only be provided to the nearest available such school involved and that no such transportation need be provided if the distance is ten miles or more.[1] The legal basis for transportation to nonpublic schools is found in a provision in the New York State Constitution, Article XI, section 4, which reads in part as follows, "the legislature may provide for the transportation of children to and from any school or institution of learning." The legal basis is also covered by Section 3635 of the Education Law.

The following points will serve to clarify the requirements governing transportation to nonpublic schools.

1. The voters of the district have the legal right to authorize transportation to a nonpublic school irrespective of the distance.

2. If the voters refuse to provide transportation to a nonpublic school, the parent or other aggrieved person may bring an appeal[2] to the Commissioner of Education.

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[1] A diagram of mandatory and quota transportation is shown in Appendix D.

[2] Appeals are under the jurisdiction of the Division of Law, State Education Department.

3. Section 3635 of the Education Law stipulates that transportation will be provided for elementary (K-8) children who live beyond two and not over ten miles from the school and for high school students who live beyond three and not over ten miles from the school.

4. Boards of education are not generally required to provide transportation to more than one school of a particular religious denomination unless ordered to do so by ruling of the Commissioner of Education. This usually results when it appears on appeal that the school for which transportation is being provided cannot admit the children because of overcrowding.

5. The home public school district is entitled to a quota for the transportation of nonpublic school pupils under the same conditions as for public school children.

CHAPTER XI

ACCOUNTING AND REPORTING

A. Records

1. Financial records are maintained by the school district clerk which show the total cost of transportation broken down according to the analysis required in the "Annual School Budget" submitted to the State Education Department by village, central, union free, and larger common school districts.

2. The district's insurance records, whether maintained by the clerk or the business administrator, should indicate, with respect to transportation, at least the following information: types of coverage, amounts of coverage, policy expiration dates, and premiums. The records should be maintained in such a manner that premium amounts chargeable to transportation expense may be easily extracted from total premiums. The insurance records should, in addition, facilitate the reporting of accidents to the insurance carrier.

3. Personnel records of the transportation staff are usually maintained in the administrative office as a part of the district's general personnel files. In the case of bus drivers, the files should contain a copy of the "Application for the Position of Regular or Substitute School Bus Driver." Other information to be recorded will vary somewhat according to the needs of the district. However, the following items may be included: the period of service, sick leave used, sick leave accumulated, inservice training completed, memorandums of conferences with the administrator, record of accidents and traffic violations, annual salary, and the amount of retirement deduction.

4. Operational records serve as a basis for determining compliance with district policies and state standards and for computing the transportation quota. Records enable school officials to evaluate their standards of service and to review policies relative thereto. The suggested "Operational Records," Exhibit XVII,page 102,includes a number of items from two annual reports required by the State Education Department, viz. "Transportation Routing Data" and "Worksheet for Determining Approved Transportation Expense." In addition to the explanatory notes given on these report forms, the following points may be of interest. The seating capacity is determined on the basis of 13" of seat space per pupil. The number of standees is dependent upon the width of the aisle. One of the outstanding features of this kind of operational record is that it focuses the attention of transportation personnel on each child.

The "Special Trip Authorization and Driver Report," Exhibit XVIII, page 103, provides authorization for, and a record of, the use of school buses for purposes other than regular route service.

5. Maintenance records originate with drivers, mechanics, and the transportation supervisor. Such records should be transmitted periodically to the administrator's office for review and permanent filing.

6. Pertinent data relative to each bus is an important part of the transportation records. Exhibit XIX, page 104, indicates useful items of information that should be on file.

B. Cost Accounting[1]

Many districts will find it desirable to be able to determine the exact cost of operation of each bus, as well as the cost per mile of various items of expense. The Annual Service Record, Exhibit XIII, page 76 may be used to show operational and maintenance costs of individual buses. The per mile cost is readily computed by dividing the total cost by the mileage traveled. The Cumulative Cost Data Form, Exhibit XX, page 105 is designed to provide an analysis of operational costs and fixed charges. It may be adapted to include a depreciation allowance based on a reasonable life expectancy. The number of years of service to be expected of a bus will depend upon many variable factors. Some of these are: The adequacy of maintenance, the type of roads, the kind of driving, the amount of use, climatic factors, and the standards of the district.

Specifications for buses as well as for supplies may be developed in terms of past experience as revealed by cost accounts. A decision on the question of operating two small buses or one large bus may well be based on these records. In short, cost accounting furnishes a basis for many of the policy and management decisions involved in the operation of pupil transportation.

C. Reporting

Reports submitted by local school districts enable the State Education Department to discharge its functions as the agency of the executive branch of State Government responsible for the administration of laws relating to education. Section 161 of the Regulations of the Commissioner of Education specifically refers to transportation reports as follows:

> "Applications for the approval of all bus routes and bus capacities together with transportation contracts, shall be filed by the superintendent or district superintendent of schools with the Commissioner of Education on forms prescribed by him. In addition thereto, the Commissioner may require such superintendent to furnish him with maps and other information."

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[1] A supplementary set of cost accounting forms is presented in Appendix A.

1. "Transportation Routing Data" is an annual report on district-owned transportation to be filed on forms furnished by the Education Department. Three copies are filed during the month of September by the president or clerk of the board of education with the superintendent of schools. If the superintendent finds the report complete and correct, he submits two approved copies to the Division of Educational Management Services by October 15th. One copy is later returned for the school files. The information on the Transportation Routing Data report is used by the Department as a basis for the approval of bus capacity and bus routes. It also has a bearing on the transportation quota to which a district may be entitled. Because of the important purposes which it serves, care should be taken to insure the accuracy of the data submitted in this report.

2. Transportation contracts should be prepared on the "Transportation Contract" forms which are supplied by the Education Department. The contract should be executed in quadruplicate before inception of the service to be provided thereunder. After the agreement is signed by the parties to the contract, the four copies are forwarded to the superintendent for approval. The superintendent endorses his approval thereon and forwards two copies to the Division of Educational Management Services. Section 3625 of the Education Law provides that no quota for transportation shall be allowed for a period greater than 30 days prior to the filing of contracts for a given district with the Education Department. Contracts for more than one year must be specifically approved by the voters.

3. "Transportation by Public Service Corporations" is to be reported on the forms provided by the State Education Department. Two approved copies of this report are filed by the superintendent or district superintendent with the Division of Educational Management Services not later than October 1st each year.

4. "Worksheet for Determining Approved Transportation Expenses for State Aid Purposes" should be submitted prior to August 1st each year to the Division of Educational Finance. Every school district which operates a transportation program except 100% contracting districts, must file this form. Detailed instructions for completing this form are contained in State Aid for Education in New York State, published by the State Education Department. Where it has been necessary to utilize emergency transportation during the school year, an "Emergency Transportation Report" must be filed with the worksheet. This report should be used only in case of emergency service replacing district-owned vehicles for a few days. Under practically no circumstances should emergency transportation be reported for a greater period than thirty days. In case of any differences between the information on the worksheet and that submitted on the contract and district-owned or public service forms, a memorandum explaining such differences should be submitted.

EXHIBIT XVII

FORM I

OPERATIONAL RECORDS

1. Bus No. ______________ 2. Driver ______________
3. Trip No. ______________ 4. Kind of trip ______________
5. Seating capacity ______ 6. Allowable standees ______

Mileage 7. Total daily mileage ______
8. Non-allowable mileage ______
9. Net allowable daily mileage ______
10. Net allowable daily mileage in district ______
11. Net allowable daily mileage outside district ______
12. Distance from storage point to first bus stop--unloaded mileage ______
13. Distance from first bus stop to school--loaded mileage ______

Schedule 14. Time bus leaves storage point ______
15. Time at first bus stop ______
16. Time of arrival at school ______

Pupils 17. Pupils to be transported ______

No. of Bus Stops	Time of Stop	Name of Each Pupil Loaded	Walking Distance Home to Bus Stop	Riding Distance Bus Stop to School	Grade	School District of Residence

18. Total number of pupils transported ______
19. Classification of pupils transported (below)

	Resident		Nonresident	
	Elementary K-6	Academic 7-12	Elementary K-6	Academic 7-12
To district's own schools				
To public schools outside district				
To private or parochial schools within district				
To private or parochial schools outside district				

20. Resident pupils transported
   a. To school in district: K-6 ________ 7-12 ______
   b. Living 1½ miles or less from school ______
21. Resident pupils transported
   a. To school outside district: K-6 ______ 7-12 ______
   b. Living 1½ miles or less from school ______
22. Nonresident pupils transported ______

EXHIBIT XVIII

FORM J

SPECIAL TRIP AUTHORIZATION
AND
DRIVER REPORT

This is authorization for Bus No. ______ driven by ____________________

______________________________ to make the following trip(s).

______________________________ Date

______________________________ Superintendent or Principal

______________________________ Transportation Supervisor

Destination	Date of Trip	Teacher in Charge	Nature & Purpose of Trip	Total Miles	Number Transported

Total mileage in connection with activities outside the district ______

The above trips were made as authorized and reported.

______________________________ Driver

Note: The first four columns are filled in by the administrator's office before the authorization is given to the driver. The driver fills in the last two columns and returns the signed report to the office.

EXHIBIT XIX

FORM K

BUS DATA

---

1. Bus No. ____________________ 2. Date of Delivery ____________

Chassis:

3. Make ______________________ 4. Model No. ______ Year ______

6. Motor serial No. ____________________ 7. No. of Cylinders _____

8. Purchased: new ______ used ______ 9. Rated horsepower _______

10. Tire size: (a) front _________ (b) rear _________

Body:

11. Make ______________________ 12. Model No. ___________________

13. Body serial No. ____________ 14. Year _______________________

15. Approved seating capacity _______________________________

Finance:

16. Total purchase price $_____________

17. Less trade-in on Bus No. _____ $_____________

18. Net purchase price $_____________

19. Schedule of payments:

	Date	Principal	Interest	Total
a.	___________	$___________	$___________	$___________
b.	___________	___________	___________	___________
c.	___________	___________	___________	___________
d.	___________	___________	___________	___________
e.	___________	___________	___________	___________
	Total	$___________	$___________	$___________

EXHIBIT XX

FORM L

CUMULATIVE COST DATA

Bus No. ______________ Date of Delivery ____________________

Item	Year of Service			
	1 19__-19__	2 19__-19__	19__-19__	11 19__-19__
Total Annual Mileage				
Costs of Oper. & Maint.				
Driver's Wages				
*District's share of State Employees Retirement or Social Security				
*Compensation Insurance				
Cost per Mile				
Miles per Gallon				

*It will be necessary to prorate these costs among the individual buses of the fleet.

CHAPTER XII

EVALUATION

An evaluation is necessary to determine the quality of the district transportation program. Such a procedure will assist school officials in judging the degree to which their service meets the objectives of safety, efficiency, and economy. An evaluation is also useful in identifying and correcting any weaknesses or deficiencies in the program. Those responsible for transportation should always be on the alert for possible economies which do not adversely affect the quality of the service.

In this discussion of evaluations of transportation programs, it is assumed that statutory requirements have been met. The laws and regulations affecting pupil transportation have been drawn to insure adequate minimum standards of service and to safeguard the public interest. While continually on the alert to meet all legal obligations, school officials are generally desirous of providing services exceeding minimum standards insofar as the resources of the district permit.

The following check list is designed to assist school officials in making an evaluation of the ways in which standards of service exceed minimum legal requirements. The statements are constructed in such a way that each "no" check indicates a respect in which service may be improved if resources permit.

BUS DRIVERS AND OTHER PERSONNEL

Yes	No	
		Applications made for positions as driver are acknowledged and filed for future consideration.
		Bus drivers are appointed strictly on the basis of valid qualifications.
		Substitute drivers are available as needed.
		Drivers are required to have annual physical examinations.
		Drivers are of good moral character and are thoroughly reliable.
		Drivers have completed the drivers' training course.
		Drivers have completed an approved first aid training course.

Bus Drivers and Other Personnel (Continued)

Yes	No	
		Drivers are familiar with the Regulations of the Commissioner of Education which deal with "Rules Affecting Pupils" and "Driving Rules."[1]
		Drivers are tactful in the management of children.
		Drivers understand the need for courtesy to motorists at all times.
		A program of inservice training is available for transportation personnel.
		Drivers can secure help with problems when needed.
		Mechanics understand the objectives and methods of preventive maintenance.
		Transportation responsibilities have been definitely assigned.
		The salary schedule for drivers includes at least two annual increments.
		Fringe benefits for drivers are the same as those for other classified personnel.
		A retirement plan is provided for transportation personnel.

PLANNING AND OPERATION

Yes	No	
		Standards of service are adequate in terms of the needs and ability of the local district, including required service to non-public schools.
		Policies and regulations are clearly stated and are readily available to those interested in them.
		The policy governing walking distances is clearly defined and consistently applied.
		Routes do not include any unnecessary mileage.
		Routes are planned to keep hazards at an irreducible minimum.
		The transportation needs of handicapped children have been met.

---

[1] Regulations of the Commissioner of Education, Section 163.

Planning and Operation (Continued)

Yes	No	
		Bus schedules are planned to meet the needs of the instructional program.
		Seats are provided for all pupils.
		Buses are operated on schedule insofar as possible.
		Supervision is provided for children as they leave the bus in the morning.
		The loading of buses at the close of the day is carefully planned and well supervised.
		In the planning of special trips, adequate consideration is given to safety and supervision.
		A means is provided whereby pupils may contribute to the planning and/or operation of the transportation system.
		Appropriate use is made of the various media of communication.
		Parents always have reason to feel that their communications relative to transportation problems are welcomed by school officials.
		Efforts are made to secure a constructive attitude on the part of parents in regard to pupil transportation problems.
		Pupils have adequate opportunity to understand what constitutes good behavior on buses.
		Insurance is adequate in respect to both limits and types of coverage.
		Advantage is being taken of possible savings in insurance costs without sacrificing the quality of coverage.
		The possible economies of dual and double trip plans have been explored.
		Purchases are made on state contract whenever possible and advantageous.
		Required bidding is scrupulously observed.
		The operational records provide all information considered to be useful.
		An up-to-date transportation map is available.

SAFETY AND HEALTH

Yes | No

Safety is regarded as a primary objective in pupil transportation.

Routes are planned to eliminate trips of over one hour riding time.

Drivers are encouraged to report route hazards.

Safety instruction by teachers includes attention to transportation safety.

School personnel accept their responsibility for cooperating in the enforcement of the school bus passing law.

Emergency drills are carefully planned and executed so as to realize the full benefits of such drills.

Emergency drills are conducted by members of the teaching staff.

Safety rules for pupils are generally understood and enforced.

There is a local program of safety citations.

School officials are aware of the ways in which State Police and County Sheriff's Departments can cooperate in the safety effort.

BUSES AND MAINTENANCE

The size and number of buses are adequate. Buses are purchased in a size to meet the needs of the present and the foreseeable future.

The type of bus purchased best suits the conditions under which it is operated.

The preventive maintenance program is understood and observed by maintenance personnel.

Buses are maintained so that no trips are missed due to poor maintenance.

Buses are maintained so that no child is endangered due to poor maintenance.

Facilities for maintenance are adequate.

All buses are inspected regularly by school personnel.

Buses and Maintenance (Continued)

Yes	No	
		Drivers make daily reports on the condition of their buses.
		Inspection reports and drivers' reports are promptly acted upon when corrective measures are indicated.
		Centralized storage is provided so that buses are readily available for maintenance.
		The stock of parts is not unnecessarily large, but is adequate.
		Buses are kept clean inside and out.
		Spare buses are available for use as needed.

APPENDIX A

TRANSPORTATION COST ANALYSIS RECORDS

The supplementary set of cost analysis records illustrated on pages 114-116 is offered as an alternative to the forms suggested in Chapters VIII and XI. If such records are to be maintained and used, it is essential that they be as simple as possible. It is believed that this set meets the requirement of simplicity. When these forms are reproduced on 5" x 8" cards, they are convenient to use and to file.

Accounting records are the responsibility of the district clerk and treasurer. Any cost analysis records should be considered as supplemental data. For the latter purpose, the necessary information can be secured from the invoices and payrolls which have to do with transportation expense. Semi-monthly or monthly payrolls will give the driver's salary for each bus. The clerk's records will give the bus and interest payments. If maintenance and repairs are taken care of at local garages, the invoices can be identified by particular school buses. If maintenance and repairs are cared for by district employees, then records can be kept which will show the amount of labor and other costs by buses. The cost of rent or the cost of operating a district-owned garage can be prorated among the various buses. Insurance costs can be figured from invoices.

GAS

Prevailing Price	
Date	Price/Gal.

Bus #			Bus #			Bus #			Bus #			Bus #		
Date	Gal.	Cost	Date	Gal.	Cost	Date	Gal.	Cost	Date	Gal.	Cost	Date	Gal.	Cost

OIL

Prevailing Price	
Date	Price/Qt.

Bus #			Bus #			Bus #			Bus #			Bus #		
Date	Qt.	Cost	Date	Qt.	Cost	Date	Qt.	Cost	Date	Qt.	Cost	Date	Qt.	Cost

MAINTENANCE AND REPAIRS, INCLUDING LABOR

Bus #		Bus #		Bus #		Bus #		Bus #	
Date	Amount Paid	Date	Amount Paid	Date	Amount Paid	Date	Amount Paid	Date	Amount Paid

TIRES, CHAINS, & OTHER ACCESSORIES

Bus #		Bus #		Bus #		Bus #		Bus #	
Date	Amount	Date	Amount	Date	Amount	Date	Amount	Date	Amount

RENT OR OPERATING COST OF DISTRICT-OWNED GARAGE

Date	Amount	Date	Amount	Date	Amount	Date	Amount	Date	Amount

BUS PAYMENTS

Bus #		Bus #		Bus #		Bus #		Bus #	
Date	Amount Paid	Date	Amount Paid	Date	Amount Paid	Date	Amount Paid	Date	Amount Paid

INTEREST PAYMENTS

Bus #		Bus #		Bus#		Bus#		Bus #	
Date	Amount Paid	Date	Amount Paid	Date	Amount Paid	Date	Amount Paid	Date	Amount Paid

DRIVERS' SALARY

Date	Bus #1	Bus #2	Bus #3	Bus #4	Bus #5

INSURANCE

Bus #		Bus #		Bus #		Bus #		Bus #	
Date	Amount Paid	Date	Amount Paid	Date	Amount Paid	Date	Amount Paid	Date	Amount Paid

APPENDIX B

SUMMER INSPECTION CHECK SHEET

Check here

MOTOR -
1. Inspect for oil or grease leaks or any unusual noises.
2. Tighten cylinder head bolts.
3. Tighten manifolds-stop leaks.
4. Inspect and adjust fan belt.
5. Tighten engine block to base.
6. Tighten engine support bolts.
7. Tighten lower crankcase bolts.
8. Adjust valves and tappets to correct clearance.
9. Inspect ignition cables.
10. Check battery-clean, tighten connections, refill, clean and adjust distributor points.
11. Check carburetor and adjust.
12. Clean and check generator and starter.
13. Oil generator & starter motor.
14. Check voltage regulator, connections, and charging rate.
15. Clean fuel pump, strainer bowl, air cleaner.
16. Disassemble oil filter & clean.
17. Inspect and adjust governor.
18. Clean & adjust spark plug gaps.

COOLING SYSTEM -
19. Drain and flush radiator.
20. Inspect all hose connections and tighten.
21. Inspect water pump and cooling system for leaks.
22. Tighten radiator stay rods and hold-down bolts.

STEERING AND FRONT END -
23. Jack up front axle, check wheel bearings, knuckly pins, bushings and spindles; steering arms, tie rod ends, drag link, tighten and adjust if necessary;align front wheels.
24. Tighten steering housing to frame.
25. Tighten pitman arm.

Check here

26. Adjust play in steering post.
27. Inspect springs for shifted or broken leaves.
28. Tighten spring clips and U bolts.
29. Tighten spring shackles and hangers.

CLUTCH -
30. Check clutch pedal clearance and adjustment.
31. Check clutch for slipping or dragging.

TRANSMISSION -
32. Check shifting and for noise.
33. Check for leaks and cracks.
34. Check power take-off and universals.

BRAKES -
35. Remove all wheels, inspect lining, linkage, drums,wheel bearings, hydraulic cylinders and lines.
36. Inspect booster and hoses.
37. Check air compressor, air compressor governor and air pressure gauge.
38. Check emergency relay valve.
39. Check chambers, travel and adjustment.
40. Check emergency brake lining, ratchet and pawl.

REAR END -
41. Inspect differential for leaks.
42. Inspect differential pinion for play.
43. Tighten differential housing bolts.
44. Tighten rear axle flange bolts.
45. Inspect springs for shifted or broken leaves.
46. Tighten spring clips & U bolts.

SUMMER INSPECTION CHECK SHEET (Continued)

	Check here
CHASSIS -	
47. Check all wheels for trueness.	
48. Tighten rim lugs, check studs.	
49. Check exhaust system for leaks and anchorage.	
50. Check and tighten body bolts and clips.	
51. Tighten fenders, running boards and bumpers	
52. Check universal joints and flanges and tighten all bolts.	
53. Check propeller shaft center bearing.	
54. Check & adjust radius rods.	
55. Check hood and hood clamps.	
BODY -	
56. Inspect windshield wipers, test horn.	

	Check here
57. Inspect and repair roof	
58. Tighten cab headboards and windshield.	
59. Tighten door hinges & locks.	
60. Check door checks.	
61. Check rear vision mirror	
62. Inspect heater and defrosting equipment.	
63. Inspect fire extinguishers.	
64. Inspect windshield, door and body glass.	
65. Inspect emergency door.	
66. Check floors.	
67. Inspect body mounting sills and bolsters.	
68. Tighten tank support bands.	
69. Check condition of paint.	
70. Check condition of decals.	
LIGHTS -	
71. Check wiring and all lights.	

APPENDIX C

TRANSPORTATION CONTRACT TIPS

The following "tips" are offered as a supplement to the information provided on the transportation contract forms. School officials will find this information useful in meeting the legal requirements for transportation contracts. These requirements are set forth in the following sections of the Education Law:

Section 305, subd. 14	Section 3627, subds. 8 and 10
Section 3625	Section 3635, subds. 3 and 4

1. Contracts should be written on the proper forms. One-year contracts should be on one-year contract forms. Contracts for more than one year should be on the forms provided for that purpose. Up-to-date contract forms should be used.

2. All spaces on the contract form must be filled in with the required information. Leave no blank spaces. Write, "Does not apply," when appropriate.

3. Route descriptions should be complete and accurate. It is on the basis of this information that the Commissioner of Education approves routes as required by the Education Law, Section 3622.

4. Total mileage should be reported for each authorized bus trip as well as the number of pupils in each trip living less than 1½ miles from the school attended. A trip is the total mileage traversed by a bus from its starting point over the route to the school and return to the storage point. In case of double or dual trips, information should be supplied for each individual trip.

5. Erasures or alterations in the dollar amount of contracts may jeopardize the quota to be paid to the district.

6. If the contractor uses more than one vehicle, a memorandum should be attached to the contract listing capacity, total daily mileage, and pupils transported on each vehicle.

7. Contracts in excess of $1,500 a year must be properly advertised. An affidavit from the newspaper supporting the advertising is essential. Advertising should be done early. If the board wishes to reserve the right to reject any or all bids, this statement must be included in the advertisement.

8. If a contract is made on a per pupil basis, it should be advertised if the total expenditure will exceed $1,500. In case of doubt advertise.

9. A contract may be awarded to a higher bidder only when the low bidder cannot provide adequate transportation. Tangible evidence to support such action by the board of education should be given.

10. The date of a contract must be prior to the date the service is to begin. Failure to properly date a contract may result in loss of transportation quota.

11. The signature and capacity as signator of each party to the contract is an essential part of the contract.

12. Payments to the contractor cannot be made before service is rendered.

APPENDIX D

SUMMARY OF MANDATORY AND QUOTA TRANSPORTATION

Mandatory Transportation

1. Pupils in grades K-8 who live more than two miles but not more than ten miles from the school they legally attend are entitled to transportation.

2. Pupils in grades 9-12 who live more than three miles but not more than ten miles from the school they legally attend are entitled to transportation.

3. Distance is measured by the nearest available route from home to school.

4. Distance is the only criterion regarding eligibility for transportation.

Optional Transportation

1. Transportation for pupils in grades K-8 who live less than two miles or more than ten miles from the school they legally attend may be provided by a vote of the district.

2. Transportation for pupils in grades 9-12 who live less than three miles or more than ten miles from the school they legally attend may be provided by a vote of the district.

Quota Transportation

1. No transportation aid is payable for transportation for distances less than one and one-half miles.

2. Aid is payable for transportation of public school pupils who live more than 1.5 miles from the school they legally attend, and who ride the bus more than 1.5 miles to that school.

3. Aid is payable for transportation of non-public school pupils who live more than 1.5 miles from the school they legally attend, and who ride the bus more than 1.5 miles to that school.

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